

Inclusive Education Scholarships Initiative

Application Guidelines

Semester/Trimester 2, 2027 Intake



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1. Introduction

Inclusive Education in Victoria ensures students with disability and diverse learning needs can access, participate in, and achieve at school. It is a shared responsibility across the education system. It is supported through inclusive teaching practices, reasonable adjustments and targeted supports.

Evidence shows that strong inclusive practices improve outcomes for all students, including academic achievement, engagement, and wellbeing.

The Inclusive Education Scholarships Initiative (the initiative) aligns with the Victorian Teaching and Learning Model 2.0 ([VTLM 2.0](#)), the Framework for Improving Recipient Outcomes 2.0 ([FISO 2.0](#)), and the [Disability Inclusion](#) (DI) reforms.

Through the initiative, tuition fees are paid for eligible teachers and regional staff to complete one of 2 postgraduate programs:

- Master of Inclusive Education
- Graduate Certificate in Education (Learning Difficulties)

These programs are delivered across 6 participating universities in Victoria and New South Wales and include 8 courses. They strengthen workforce capability by building educators' knowledge and skills in evidence-informed teaching practices, inclusive education approaches and targeted interventions aligned with the Victorian Teaching and Learning Model 2.0.

These guidelines apply to the 2027 application round, with study commencing in Semester/Trimester 2, 2027.

To apply, you must be teaching in a Victorian government school or employed in an eligible regional workforce role, in line with the Eligibility and Initiative Requirements (see page 14).

Successful applicants must complete a post-completion Return of Service period in accordance with program requirements.

These guidelines should be read with the **Inclusive Education Scholarships Initiative Practicum and CRT Funding Guidelines** and **Frequently Asked Questions (FAQs)**. Together, these resources provide information about initiative requirements, study arrangements, practicum requirements, funding arrangements and recipient responsibilities. All 3 documents are available on the [Inclusive Education Scholarships Initiative webpage](#).

Inclusive Education Scholarships Unit

The initiative is delivered by the Inclusive Education Scholarships Unit (IESU) within the Department of Education (the department). The unit is part of the Inclusive Education Division, School Education Programs and Support, which leads the implementation of the DI reforms.

The IESU manages all aspects of the initiative, including the annual application process, recipient support, stakeholder engagement, workforce monitoring, evaluation and reporting. The unit supports recipients throughout their study, Return of Service period and ongoing employment with the department. This helps recipients apply their learning in practice and strengthen inclusive education across Victorian government schools.

The unit works with schools, regional workforces, universities and departmental business areas to build workforce capability, monitor outcomes and improve the initiative over time. This ensures the initiative continues to meet its strategic objectives

Definitions

- **Applicant** – a teacher or regional workforce employee who applies for a scholarship.
- **Recipient/you** – a teacher or regional workforce employee who has been awarded a scholarship.
- **Course** – a course offered through the initiative.
- **Return of Service** – the required employment period after completing the course:
 - 2 years for the Graduate Certificate in Education (Learning Difficulties)
 - 3 years for the Master of Inclusive Education programs.
- **Diverse learning needs** – the range of learning needs experienced by students, including students with disability, learning difficulties, and students who require adjustments or targeted support.
- **Eligible role** – a Victorian government school or eligible regional workforce role that supports teaching, learning, inclusive practice or workforce capability to support students with diverse learning needs. Eligibility is based on the main purpose of the role.

Meeting Victoria's needs

The initiative supports the [Education State](#) targets by:

- Strengthening leadership capability
- Improving teaching quality
- Supporting positive learning environments
- Ensuring all students can succeed regardless of their background

2. Courses and tuition fees

The department has invested in supporting schools and regional staff to build capability in inclusive education. This investment strengthens teaching practice and supports students to learn and succeed.

Scholarship conditions are outlined on the initiative webpage, in these guidelines, and in the application form.

Important: The department pays approved tuition fees on behalf of eligible scholarship recipients. If you do not meet the initiative requirements, including the requirements in your Sponsorship Agreement, you may be required to repay tuition fees in line with the Debt Recovery Policy (see page 17).

Table 1 outlines the estimated tuition fees for courses available through the initiative. These costs help applicants understand the value of the department's investment and the fees they may need to repay if initiative requirements are not met.

Table 1: Courses available through the initiative

University	Course	Specialisation	Delivery mode	Indicative Course Cost
Deakin University	Master of Education (Specialist Inclusive Education) 8 credit points + 0 credit point compulsory academic integrity unit 8 subjects Course Code: E768	No specialisation	Online	\$32,434 Per subject: \$3,833 One-off admin fee: \$1,767*
La Trobe University	Master of Education (Inclusion and Diversity) 120 credit points 7 subjects Course code: -EM001O (fully online version) -EDMEC (multi-model version allowing face to face tutorial attendance)	No specialisation	Online	\$36,200 Per subject: \$4525 * (for 15 credit points)
NextSense/ Macquarie University	Master of Disability Studies 80 credit points 8 units (subject) Course code: C000169	- Deaf and hard of hearing - Blindness /low vision	Online	\$26,400 Per subject: \$3,300
Monash University	Master of Applied Behaviour Analysis 48 credit points 8 subjects Course code (DE cohort): D6017 <i>(Please note the course code differs for <u>non-sponsored</u> recipients: D6015)</i>	No specialisation	Online	\$30,338 Per subject: \$3,792

University	Course	Specialisation	Delivery mode	Indicative Course Cost
Monash University	Master of Inclusive Education 48 credit points 4 subjects (includes a 0-credit point practicum subject) Course code (DE cohort): D6018 <i>(Please note the course code differs for <u>non-sponsored</u> recipients: D6014)</i>	No specialisation	Online	\$31,071 Per subject: \$7,768
University of Newcastle	Master of Special and Inclusive Education 80 credit points 8 Courses Course code: 40123	- Deaf studies and deaf education* - Emotional disturbance/behaviour problems - General special education	Online	\$28,293 Per subject: \$3,537 One-off admin fee: \$1,120
University of Melbourne	Graduate Certificate in Education (Learning Difficulties) 50 credit points 4 subjects Course code: GC-EDLD	No specialisation	Online 75% attendance hurdle requirement	\$17,539 Per subject: \$4,385
University of Melbourne	Master of Learning Intervention (Stream A) 100 credit points 8 subjects Course code: MC-LI	- Disability - Deaf education - Learning Difficulties**	Online 75% attendance hurdle requirement	\$35,078 Per subject: \$4,385 One-off admin fee: \$1,313

*Final fees may change depending on cohort size.

Courses supported through the initiative are offered online. This allows recipients to complete their studies while continuing to work in their eligible role.

Some universities may offer blended learning options, which may include optional on-campus classes or activities. Where available, attending on campus is not a requirement of the initiative.

Recipients are responsible for meeting their course requirements, regardless of how their study is delivered.

Any time away from the workplace for classes or other course activities must be discussed with and approved by the recipient's principal or direct line manager. This must be managed in line with department policies and workplace requirements.

3. University-specific requirements

This section outlines additional requirements for specific university courses.

Study delivery (all universities)

All courses include a mix of online learning activities and live teaching sessions. Live sessions may occur in the evening, on weekends or during intensive study blocks. Delivery arrangements vary between universities and courses.

La Trobe University

La Trobe University delivers each subject within a 6-week term. In a 12-week semester, recipients can choose to complete up to 2 subjects from Terms 1*, 2, 3, 4 and 5. This allows recipients to complete up to 4 subjects each year. However, recipients only need to complete one 6-week subject per semester as a minimum.

This flexible approach allows recipients to progress at a pace that suits them. Subjects can be completed in any order, except for the capstone subject, which must be completed in the final semester.

*Term 1 starts and finishes before Semester 1 (11 January to 15 February) and occurs during the school holiday period. Recipients may choose to enrol in a Term 1 subject, but this is optional and not a course requirement.

If a recipient chooses to complete a Term 1 subject, they are responsible for planning their study workload and meeting the subject requirements during the teaching period.

The course includes a 15-day practicum in a specialist setting. CRT cover required during the practicum is reimbursed through the scholarship initiative.

University of Newcastle

Applicants interested in the Deaf Studies and Deaf Education specialisation must meet the following requirements before and during their practicum unit.

Before your first practicum block, you must complete:

- EDUC6052
- EDUC6053
- 7 weeks of EDUC6054
- 7 weeks of EDUC6055

- Auslan I (If completing through the University of Newcastle, the course code is: HUMA2070 – *Auslan Language and Culture Beginners 1*)

Practicum requirements

You must:

- complete both practicum blocks
- complete one practicum block in your workplace and the other practicum block in a different setting
- confirm your practicum arrangements with your course coordinator

Before finishing your second practicum block, you must:

- Auslan II (If completing through the University of Newcastle, the course code is: HUMA2080 – *Auslan Language and Culture Beginners 2*)

Subject costs

- 2026 cost: \$3,356 per subject (covered by the department)
- Course fees are expected to *increase* in 2027. Final 2027 fees will be confirmed by the University of Newcastle in late 2026.

For more information about the Auslan subjects offered through the University of Newcastle, refer to the University of Newcastle Handbook:

- HUMA2070 - Auslan Language and Culture Beginners 1
- HUMA2080 - Auslan Language and Culture Beginners 2

Recipients may complete Auslan I and II through a provider of their choice, including online providers. Recipients do not need to enrol in Auslan subjects offered by the University of Newcastle.

If a recipient chooses to complete Auslan I or II through an external provider, the department will not cover the cost of the course.

University of Melbourne

Subjects in the Graduate Certificate in Education (Learning Difficulties) and the Master of Learning Intervention (Stream A) require recipients to achieve a minimum attendance and engagement rate of 75% to pass.

This includes all sessions identified as contact hours, such as lectures, tutorials, seminars and workshops. These sessions may be delivered live (synchronous) or as recorded/self-paced learning activities (asynchronous).

Graduate Certificate in Education (Learning Difficulties)

This course includes online learning activities, seminars, readings and assessment tasks. Recipients must attend 4 live online teaching days each semester, held on weekends.

Subjects must be completed in a set sequence. This may affect study progression and course duration.

Recipients do not need to arrange casual relief teacher (CRT) coverage while studying, as the course does not include a practicum requirement.

Master of Learning Intervention (Stream A) – Learning Difficulties

Applicants seeking to specialise in Learning Difficulties in the Master of Learning Intervention (Stream A) must first complete the Graduate Certificate in Education (Learning Difficulties).

After completing the Graduate Certificate, recipients may continue into the Master of Learning Intervention (Stream A) with 50% Recognition of Prior Learning (RPL).

Recipients complete a further 4 subjects, including practicum, to graduate with the master's qualification. The department funds this continuation pathway for eligible recipients.

All applicants must satisfy the faculty's [English language requirements](#) for both courses.

Applicants may meet these requirements through recognised previous study taught and assessed entirely in English, or through an approved English language test. Approved tests include IELTS (Academic English only), Test of English as a Foreign Language (TOEFL), Pearson Test of English Academic, Cambridge English Advanced/Certificate of Advanced English (CAE), LanguageCert Academic and Michigan English Test.

Entry requirements

Regional workforce employees should be aware that most courses need 2 qualifications. For example, an allied health qualification and a teaching qualification, along with full registration with the Victorian Institute of Teaching (VIT).

Table 2: Entry Requirements

University	Entry requirements
Deakin University	Master of Education (Specialist Inclusive Education) (Allied health applicants without full VIT registration are not eligible for this course) Applicants must have: • A bachelor's or master's degree in education that leads to teacher registration in Australia • At least 2 years' relevant work experience (or part-time equivalent)
La Trobe University	Master of Education (Inclusion and Diversity) (Allied health applicants without full VIT registration are not eligible for this course) No minimum credit average is required. Applicants must have one of the following: • 4-year teaching qualification • Honours degree • Graduate Diploma in Education

	Advanced standing (RPL) may be granted if the qualification was completed within the last 8 years. If completed more than 8 years ago, applicants may still be eligible but must provide a CV outlining work history.
NextSense/ Macquarie University	Master of Disability Studies (Allied health applicants are eligible to apply) Applicants must have: For the Master of Disability Studies: - An AQF Level 7 bachelor qualification (or equivalent) in a related field and at least 2 years' relevant work experience For education specialisations (Deaf and Hard of Hearing, Blindness and Low Vision): - A bachelor or higher degree in education - At least 2 years' full-time equivalent teaching experience Work experience can be demonstrated through: - CV - Statement of service - Employer confirmation letters
Monash University	Master of Inclusive Education (Allied health applicants without full VIT registration are not eligible for this course) Applicants must have: - An Australian bachelor degree (or equivalent) with at least a credit (60%) average - A qualification in education (required for scholarship eligibility) Master of Applied Behaviour Analysis (Allied health applicants are eligible to apply) Applicants must have: - An Australian bachelor degree (or equivalent) with at least a credit (60%) average in a related discipline as relevant to the specialisation.
University of Melbourne	Graduate Certificate in Education (Learning Difficulties) (Allied health applicants without full VIT registration are not eligible for this course) Applicants must have one of the following: - a 4-year education degree, or equivalent; or - a 3-year undergraduate qualification and a fourth-year level education qualification, or equivalent; or - a 3-year undergraduate qualification in an area related to education (such as social work, speech pathology, psychology or occupational therapy) and at least 2 years of documented, relevant work experience.

	Master of Learning Intervention (Stream A) (Allied health applicants without full VIT registration are not eligible for this course) Applicants must have one of the following: • a 4-year education degree, or equivalent; or • a 3-year undergraduate qualification and a fourth-year level education qualification, or equivalent
University of Newcastle	Master of Special and Inclusive Education (Allied health applicants are eligible to apply) Applicants must have one of the following (or equivalent in a relevant field): • Graduate Certificate or Graduate Diploma • Bachelor (Honours) degree • Bachelor degree plus 2 years' relevant experience • Diploma or Advanced Diploma plus 5 years' relevant experience Relevant fields include education, psychology, disability studies, allied health, or related disciplines. Work experience can be demonstrated through CVs, statements of service, or employer confirmation letters.

Recognition of Prior Learning (RPL)

If you receive a scholarship through this initiative, you are encouraged to check with your university if you are eligible for academic credit or Recognition of Prior Learning (RPL).

Your university assesses RPL. It may reduce your study load and the time needed to complete your course. If RPL changes your course requirements or completion timeframe, you must notify the IESU.

Study requirements and Return of Service requirements

Scholarship recipients must enrol in at least one subject per semester or trimester through this initiative. This is the minimum study load required.

If you choose to enrol in more than one subject, you should consider your study, work and personal commitments before increasing your study load.

For enrolment queries, contact your university (see Contact information on page 29).

The maximum timeframe to complete your course is:

- **Master of Inclusive Education:** up to 4 years, with completion required by **30 June 2031**
- **Graduate Certificate in Education (Learning Difficulties):** up to 2 years, with completion required by **30 June 2029**

Return of Service period

After successfully completing your course, you must complete a Return of Service period in an eligible Victorian government school or eligible departmental role.

Your Return of Service period starts from the date you successfully complete your course.

The required Return of Service period are:

- **Master of Inclusive Education programs:** 3 years, with Return of Service completed by **30 June 2034**
- **Graduate Certificate in Education (Learning Difficulties):** 2 years, with Return of Service completed by **30 June 2031**

Supporting your transition to postgraduate study

The IESU supports you to begin your postgraduate study and understand your responsibilities as a scholarship recipient.

Each year, IESU holds an induction session for all new scholarship recipients. The session explains your responsibilities under the initiative and answers common questions.

The induction session provides information about:

- Introduction to IESU and contact requirements
- Financial and employment scholarship obligations
- The Sponsorship and Support Agreements
- Study support and how to access it
- Applying and enrolling at the university

The induction session helps you prepare for study and understand what is expected throughout your course and participation in the initiative.

The induction session date will be included in your Letter of Provisional Acceptance, which will be sent in April 2027.

4. Support and expectations

Principal or manager support

The initiative supports teachers and regional staff to strengthen their knowledge, skills and practice to better support students with diverse learning needs.

It builds capability to apply evidence-informed approaches, inclusive teaching practices and targeted interventions that improve learning outcomes for students.

Through your participation in the initiative, you will be supported to:

- lead and promote inclusive education practices
- plan and implement strategies to support students with diverse learning needs

- contribute to a school culture that values inclusion and effective teaching practices

If you receive a scholarship, the Support Agreement signed by your principal or manager during the application process confirms the workplace support available throughout your participation in the initiative.

Principals or managers are expected to:

- support alignment between your study and school or regional priorities, including where relevant through the school's Annual Implementation Plan (AIP)
- support you to include your study goals in your Professional Development Plan (PDP)
- provide opportunities for you to apply and share your learning in your workplace
- provide opportunities for you to lead and support colleagues
- discuss your progress through regular conversations
- support access to appropriate time, resources and opportunities to apply your learning
- understand that not meeting initiative employment obligations will result in debt recovery of course fees
- support practicum requirements, including release from duties (you remain paid and do not need to take unpaid leave).

Note: For further information relating to study leave for practicum, please refer to the Inclusive Education Scholarships FAQs, linked to the [initiative webpage](#).

Benefits for schools and regional workforces

Your learning contributes to stronger inclusive education practice across your school, region and the wider system.

You can apply your learning by:

- embedding evidence-informed teaching practices
- creating inclusive learning environments that support all students
- using assessment information to identify and respond to student needs
- refining teaching practice to improve student outcomes
- working with colleagues to strengthen inclusive practice
- contributing to professional networks and shared practice

Important: Schools are responsible for hiring staff and creating new roles. Taking part in the initiative does not guarantee a pay rise, new role or promotion.

Participation in the initiative may support your professional learning, capability development and contribution to inclusive education practice during recruitment or selection processes, where relevant.

5. Criteria

Eligibility and initiative requirements

To apply for a scholarship, you must:

- be an Australian citizen, permanent resident or have the right to work in Australia indefinitely

- be employed by the department in a Victorian government school role or eligible regional workforce role that aligns with the initiative

Your role must have a primary purpose that directly supports teaching, learning, inclusive teaching practice or workforce capability. The role must contribute to improved outcomes for students with diverse learning needs.

Eligible roles include roles that:

- support teaching and curriculum delivery
- strengthen inclusive teaching practice and adjustments for diverse learners
- provide evidence-informed intervention and learning support
- provide instructional leadership, coaching or professional capability building that strengthens teaching practice, inclusive approaches and school capability
- lead or support school improvement approaches focused on inclusive education practice.

Eligibility is determined based on the primary purpose and requirements of the role. A role is not eligible only because it:

- supports students
- operates within a school or education setting
- contributes to student wellbeing.

Roles that are mainly focused on wellbeing, mental health, clinical support, administration, coordination or general service delivery are not aligned with the initiative.

A role may be considered eligible only where responsibilities related to teaching and learning practice are a clear and significant part of the position.

Application verification requirements

Applicants must provide accurate personal and professional information so the department can confirm their identity, employment and eligibility.

This includes:

- full legal name
- current employment details
- work and personal contact details, including email address and phone number
- VIT registration number (where applicable)

The department collects this information to:

- assess eligibility and administer scholarships
- communicate important scholarship information, including study requirements, obligations and deadlines
- contact recipients about participation, compliance and ongoing scholarship requirements
- manage recipient obligations, including Return of Service requirements and debt recovery processes where applicable

The department will verify employment details through department records. Where applicable, registration information will be verified with the VIT as part of the assessment process.

Applicants may be contacted if further information or supporting documents are required.

Only applications that meet eligibility and verification requirements will progress to assessment.

Recipient requirements

If successful, you must:

- remain employed by the department in an eligible Victorian government school or regional workforce role that continues to align with the initiative during your study and Return of Service period
- commence your course in Semester/Trimester 2, 2027, unless approved to transfer from an existing pathway or enrolment arrangement
- complete your course within the maximum timeframe:
 - 4 years for Master of Inclusive Education courses
 - 2 years for the Graduate Certificate in Education (Learning Difficulties)

The scholarship is a significant investment by the department to build inclusive education capability across the workforce.

Recipients must meet all employment, study and Return of Service requirements outlined in these guidelines and the Sponsorship Agreement.

The Inclusive Education Scholarships Unit (IESU) monitors recipient participation and compliance with scholarship requirements throughout the study and Return of Service periods.

Maintaining eligibility

To remain eligible during studying and Return of Service period, you must:

- remain in an eligible role that supports teaching, learning, inclusive teaching practice, curriculum delivery, instructional leadership, coaching or workforce capability development aligned with the initiative
- maintain full VIT registration (where applicable)
- if your employment ends, secure another eligible role that continues to meet the initiative requirements.

When you become ineligible

You will become ineligible if you:

- move to a non-government school, including a Catholic or Independent school
- move into a role where the primary purpose no longer aligns with the initiative, including roles mainly focused on wellbeing, mental health, clinical support, administration, coordination or general service delivery
- move into an ineligible employment arrangement, such as Casual Relief Teaching (CRT) or Education Support (ES)
- no longer maintain full VIT registration, where applicable

If you move into an ineligible role or employment arrangement during study or Return of Service period, repayment obligations will apply under your Sponsorship Agreement.

Costs not covered by the initiative

The initiative does not cover:

- course costs for study completed before Semester/Trimester 2, 2027
- course costs incurred before the approved scholarship period begins.
- additional course-related expenses, including textbooks, stationery, travel, accommodation, practicum costs, graduation costs or equipment
- teacher replacement costs, except where required to support practicum (see Practicum and CRT Funding on the initiative webpage)
- re-enrolment, repeat subject or administrative costs related to failed or repeated subjects
- costs associated with withdrawing from a subject after the university census date (the last date to withdraw without financial penalty), including costs resulting from a fail grade or financial liability under university rules
- costs for subjects where you withdraw from the course entirely, including any outstanding university fees or penalties, whether subjects have been passed or failed
- course costs beyond the approved course duration, unless the Sponsorship Agreement is formally extended by the department
- costs associated with transferring to another course or initiative outside approved initiative arrangements
- additional or incidental costs not covered under the Sponsorship Value, including university costs that are outside approved tuition fees
- ABA-specific costs, including Certified Behaviour Analyst (CBA) supervision and registration with the Association for Behaviour Analysis Australia (ABAA)

Important: If you do not meet your scholarship obligations, you will be required to repay tuition fees in line with the Debt Recovery Policy.

Debt Recovery policy

You **may be required to repay course fees (or part of the course fees)** during your study period or Return of Service period after completing the course if you:

- are found to be ineligible for the initiative or do not maintain the eligibility requirements
- defer before or during your first semester/trimester without approval from the department
- withdraw from a subject or course, which may result in a financial obligation, including repayment of course fees
- do not make satisfactory progress towards completing the course, where this results in your participation in the initiative being ended
- do not complete the course
- voluntarily leave employment with the department
- move to a role that does not meet the initiative eligibility requirements during your study or Return of Service period
- do not maintain continuous employment in an eligible role, including where a fixed-term contract ends and you do not secure new eligible employment without delay

- breach the Sponsorship Agreement, resulting in your participation in the initiative being ended
- do not respond to IESU communications within required timeframes, where this results in your participation being ended or your eligibility being withdrawn.

Acknowledgement and declarations

By applying for this scholarship, you acknowledge that you have read and understood the Debt Recovery Policy and the obligations outlined in the Sponsorship Agreement obligations.

You must confirm your understanding of these obligations during the application process and again when signing the Sponsorship Agreement.

The application process includes declarations that outline circumstances where debt recovery may apply if scholarship obligations are not met. You should review these carefully before applying.

Financial considerations

This scholarship is a significant investment by the department to build inclusive education capability across the workforce.

If you do not meet your scholarship obligations, you will be required to repay the tuition fees paid on your behalf at the time of the breach, in line with the Debt Recovery Policy. This includes all tuition payments made by the department.

Repayments may be made in full or through an agreed instalment arrangement.

You are responsible for understanding and meeting all obligations outlined in your Sponsorship Agreement.

Before accepting a scholarship, you should carefully consider your ability to meet the study requirements, ongoing employment requirements and Return of Service requirements.

Scholarship obligations and Sponsorship Agreement

As a scholarship recipient, you must sign a Sponsorship Agreement that outlines your employment and financial obligations.

1. Employment Obligations

You must repay course fees (or part of them) if you:

- voluntarily leave the department during your Return of Service period after completing the course
- move to a role that is not eligible during your study or the Return of Service period, including CRT, ES, or non-government sector roles.

You must remain directly employed by the Victorian Department of Education in an eligible role to meet initiative requirements.

2. Changes to your professional circumstances

This initiative is a significant investment in building workforce capability to support inclusive education. The IESU monitors participation and ongoing eligibility requirements throughout your scholarship.

You must:

- notify the IESU promptly of changes to your school, role, principal or manager
- complete and endorse a new Support Agreement where required
- respond to IESU communications within required timeframes (24–36 hours where requested)
- understand that failure to respond may result in escalation, including contact with your principal or manager and action under the [Victorian Public Sector Code of Conduct](#).

You are accountable to the department, not only your school. Your participation should support improvements in inclusive education practice across your workplace and the broader system.

3. Monitoring and reporting

To manage the scholarship initiative, the IESU works with participating universities and departmental business areas.

As part of this process:

- universities provide enrolment, progression and completion information to the department
- the department monitors scholarship payments made on your behalf.
- your enrolment, course progression, completion, employment status and role changes will be monitored through departmental systems, including eduPay.
- the IESU may contact you, your principal, manager, university or relevant departmental areas to verify information and confirm ongoing eligibility

4. Failed Subjects

If you fail a subject, you will need to repeat it, and are responsible for all associated costs, including re-enrolment fees.

If you experience difficulties that may affect your ability to successfully complete your studies, contact your university and the IESU as soon as possible to discuss available support options.

5. Enrolment

You must enrol in each semester or trimester by the required deadline.

Failure to enrol on time may result in withdrawal by the university. You will be responsible for any associated costs.

6. Withdrawal

If you withdraw:

- withdrawing after the census date results in financial liability for that subject
- you must notify the IESU immediately if you withdraw from the course
- you remain responsible for subject costs already incurred, whether the subject was passed or failed

Always check census dates to avoid unexpected costs

You must contact the IESU before withdrawing from a course or subject.

7. Course selection

You are responsible for carefully selecting your course and specialisation before accepting a scholarship.

The department does not support transfers to another course or specialisation after a scholarship has been accepted.

If you withdraw from your approved course or transfer to another course or specialisation, you are responsible for costs incurred and debt recovery will apply.

8. Intermission, deferral, and leave

- Deferral before or during the first semester/trimester is not permitted
- Intermission may be considered after successful completion of at least one unit
- Intermission or leave must be approved by IESU before applying
- Standard intermission periods are up to 12 months unless otherwise approved.

Recipients remain subject to their university's policies, including requirements for intermission, withdrawal and re-admission.

Regardless of university arrangements, total intermission support under this initiative is limited to 12 months.

9. Post-Completion Obligations

During your Return of Service period, you must:

- remain employed by the department in an eligible role
- notify the IESU if you intend to leave the department (debt recovery will apply)
- maintain up-to-date employment details

10. Inclusive education and system participation

As part of your scholarship, you may be required to participate in activities that support evaluation, improvement, and sharing of inclusive education practice across the system.

These activities may include:

- participating in surveys, evaluations, interviews or structured feedback processes
- attending induction sessions, briefings or departmental information sessions related to the

initiative

- reviewing initiative materials, guidelines or professional learning resources and providing feedback
- contributing to communities of practice, professional learning networks or collaborative forums
- sharing examples of practice or outcomes from your learning in a professional setting
- participating in departmental events, presentations or speaking opportunities as a graduate or initiative participant.

These activities support continuous improvement of the initiative and strengthen inclusive education capability across the system.

Inclusive Education Workforce Strategy

Scholarship eligibility and prioritisation criteria

A key objective of the initiative is to build inclusive education capability across the Victorian government school system by increasing access to postgraduate qualifications in inclusive education.

The initiative is designed to build capability over time. When a school receives a scholarship recipient, the school is considered a participating school while the recipient:

- completes their study
- completes their Return of Service period
- continues to apply their learning in the school or department

To maximise the impact of the initiative, priority is given to schools that have not previously had a scholarship recipient through this initiative.

Scholarship allocations are guided by workforce planning considerations, including:

- school type
- enrolment size
- campus structure
- current and previous participation in the initiative
- identified inclusive education workforce needs.

Priority school allocations

The following schools are prioritised as part of the department's commitment to strengthening inclusive education capability:

- **Specialist schools:** typically eligible for up to 2 scholarships through the initiative
- **Supported Inclusion Schools:** typically eligible for up to 2 scholarships through the initiative
- **Schools specialising in Deaf/Hard of Hearing or Vision Impairment education:** no set allocation limit applies.

Schools that have already received the typical allocation may not be eligible for additional scholarships. Additional allocations may be considered where there is identified workforce need and initiative capacity.

Indicative allocation guide

The following guide supports decisions about scholarship allocations:

- **Multiple campuses:** each campus may be considered for an additional scholarship allocation
- **Large enrolments:** schools may be considered for approximately 1 scholarship per 500 enrolled students, with additional allocations considered for every 250 students above this threshold

Schools are encouraged to submit all eligible applications, even where they exceed the indicative allocation guide.

Additional scholarships may be approved where initiative capacity and workforce need allow.

Regional workforce employees

Regional workforces applications are managed through regional endorsement processes involving relevant leaders and managers. The Inclusive Education Senior Practice Advisors (IESPAs) coordinate the regional nomination process. They work with regional leaders and managers to ensure nominations align with Disability Inclusion reform priorities, regional workforce capability needs and the objectives of the initiative.

The IESPA:

- promotes scholarship opportunities across regional workforce networks
- provides applicants with nomination documents and information about eligibility requirements, available courses and the nomination process
- ensure applicants submit a complete Regional Nomination Form and a relevant Support Agreement
- coordinates regional endorsement and submission processes
- ensures complete and endorsed nomination packs are submitted to the IESU by the required deadline.

See Table 4 below for the relevant IESPA contact for your region.

Table 4 Regional Nomination contacts

Region	IESPA	Senior Regional Behaviour Analyst (ABA applicants)
NEVR	Julia Nordlinger	Emma Van Bavel
NWVR	Jane-Frances Gooden	Christine Yam
SEVR	TBC	Anneliese Freitag
SWVR	Dianne Ryan	Gayle Weir

Information current at 20/08/2026 and may be subject to change.

Regional workforce nominations will be considered based on:

- alignment with DI reform priorities and regional workforce capability needs
- the applicant's eligibility and suitability for the selected course
- the applicant's capacity to apply postgraduate learning to strengthen inclusive education practice
- responses to the key selection criteria in the Regional Nomination Form
- completion of the relevant Regional Workforce Support Agreement
- the applicant's ability to meet scholarship and Sponsorship Agreement obligations.

Eligibility requirements for regional workforce employees

Regional workforce applicants must be actively working in a role that:

- directly supports DI practice, learning intervention or inclusive education improvement in schools or across the system
- uses specialist knowledge, advice, coaching, consultation or capability-building to strengthen inclusive teaching and learning practices
- allows postgraduate learning to be applied to build workforce capability, strengthen inclusive teaching practice and improve outcomes for all students, including students with disability and diverse learning needs.

Roles that are eligible include:

- Visiting Teacher Service (VTS)
- Recipient Support Services (SSS)
- Inclusion Outreach Coaching (IOC)
- Educational Improvement Leaders – Diverse Learners (EIL-DL)
- School-wide Positive Behaviour Support (SWPBS)
- Behaviour Coaches
- LOOKOUT Centre staff

Roles mainly focused on administration, wellbeing, clinical service delivery, nursing or functions not directly connected to inclusive teaching, learning, intervention or DI reform are **not eligible**.

University entry requirements

Course entry requirements vary depending on the university and selected course.

Applicants must meet the entry requirements for their chosen course, which may include:

- an Initial Teacher Education (ITE) qualification and full VIT registration (where required)
- an allied health or relevant professional qualification (where required)
- additional university-specific entry requirements.

Courses that do not require dual qualifications

The following courses do not require applicants to hold 2 qualifications:

- Master of Applied Behaviour Analysis - Monash University

- Master of Special and Inclusive Education - University of Newcastle
- Master of Disability Studies - NextSense/Macquarie University.

6. How to apply

This application process applies to school-based applicants only.

Regional workforce applicants must apply through their IESPA as part of the Regional Workforce Nomination Process.

Application dates

- **Application round opens:** 9:00 am, Monday 1 February 2027
- **Application round closes:** 11:59 pm, Monday 15 March 2027

Applications must be submitted online through SmartyGrants:

- [Master of Inclusive Education](#)
- [Graduate Certificate in Education \(Learning Difficulties\)](#)

Application forms will be available from 9:00 am on Monday 1 February 2027.

Application checklist

Use the checklist below to make ensure your application is complete.

- ☐ Addressed all selection criteria in the application form
- ☐ Provided clear and considered responses to all selection criteria questions
- ☐ Included a signed Support Agreement from your principal (school based applicants only)
- ☐ Submitted your application before 11:59 pm on Monday 15 March 2027

Important

- You can save your application and return to it in SmartyGrants before submitting
- Once submitted, applications cannot be changed or updated.
- Incomplete or late applications will not be considered.
- Before applying, confirm your school's eligibility with the IESU, as some schools may already have current or previous scholarship recipients.

Selection Criteria

Applications will be assessed against the following criteria:

- experience supporting students with diverse learning needs
- commitment to improving practice.
- capacity to influence and support change in inclusive education
- alignment with school or regional priorities

Writing your application (Selection Criteria guidance)

Your responses to the selection criteria are an important part of your application. They should demonstrate your experience, capability and alignment with the purpose of the initiative.

The initiative supports educators and regional workforce employees to strengthen inclusive practice through postgraduate study that is applied in their current role during the course.

Applicants should demonstrate:

- experience supporting students with diverse learning needs, including students with disability and students experiencing learning difficulties
- use of evidence-informed teaching, assessment, adjustment and intervention strategies to support student learning and engagement
- how their chosen course aligns with their role, student needs and school or regional priorities
- how they will apply learning from their course during study to strengthen practice in real time, not only after completing the course
- reflection on their practice, including how evidence and feedback have been used to improve approaches and outcomes for students
- alignment with evidence-informed teaching and learning practices, including the VTLM 2.0 where relevant
- how they contribute to strengthening inclusive practice and building capability within their classroom, school, regional workforce or broader system context, depending on their role

When responding to the selection criteria, use specific examples from your own practice.

School-based applicants: Complete the application form and address the selection criteria as part of the online application process.

Regional workforce applicants: Address the selection criteria through the Regional Workforce Nomination Process and submit responses as part of the Regional Nomination Form through your IESPA.

Endorsement (recommended, not mandatory)

Applicants are strongly encouraged to discuss their responses with their principal or manager before applying.

This discussion supports:

- alignment with school and system priorities
- consideration of whether the chosen course aligns with current recipient and workforce needs
- consideration of how postgraduate study can be managed alongside current role responsibilities
- identification of opportunities to apply learning during study within the workplace

Endorsement is not required to submit an application. However, applicants should consider the practical requirements of undertaking postgraduate study while continuing in their current role.

The IESU may contact a principal or line manager during the assessment process to confirm or clarify information provided in an application.

Support Agreement

What the Support Agreement is

The Support Agreement confirms workplace support for your participation in the initiative and forms part of the initiative governance framework.

It confirms that:

- your participation is supported within your workplace
- your postgraduate study aligns with your role and inclusive education priorities
- opportunities are identified to apply learning during study to strengthen practice
- workplace leaders understand their role in supporting successful participation.

The Support Agreement supports the initiative's goal of ensuring postgraduate study leads to applied practice, stronger inclusive education capability and improved outcomes for students with diverse learning needs.

How to access and submit the Support Agreement

School-based applicants:

Access the Principal Support Agreement through the SmartyGrants application form. Once it has been completed and signed, upload it with your SmartyGrants application.

Regional workforce applicants:

Regional workforce applicants do not use SmartyGrants for the Support Agreement.

The Regional Workforce Manager Support Agreement is provided through your IESPA as part of the Regional Workforce Nomination Process. Submit your completed nomination documents, including the signed Support Agreement, through your IESPA.

Changes during the initiative

You must notify the IESU of any changes that may affect your eligibility, participation in the initiative or Sponsorship Agreement obligations, including changes to your:

- school, workplace or region
- role or responsibilities
- principal, supervisor or manager
- employment arrangements.

Where required, the IESU may ask you to provide an updated Support Agreement or additional endorsement to confirm your ongoing eligibility and alignment with the initiative.

Endorsement requirements

Endorsement requirements differ depending on the application pathway.

- **School-based applicants** require endorsement from their principal (or campus principal, where applicable).
- **Regional workforce applicants** require manager endorsement through the Regional Workforce Nomination Process via their IESPA.
- **Principals applying for a scholarship** require endorsement from regional leadership.

Endorsement confirms that:

- participation is appropriate and supported
- the selected course aligns with school, regional and/or system priorities
- opportunities exist to apply learning during study within the applicant's role.

Application Outcomes

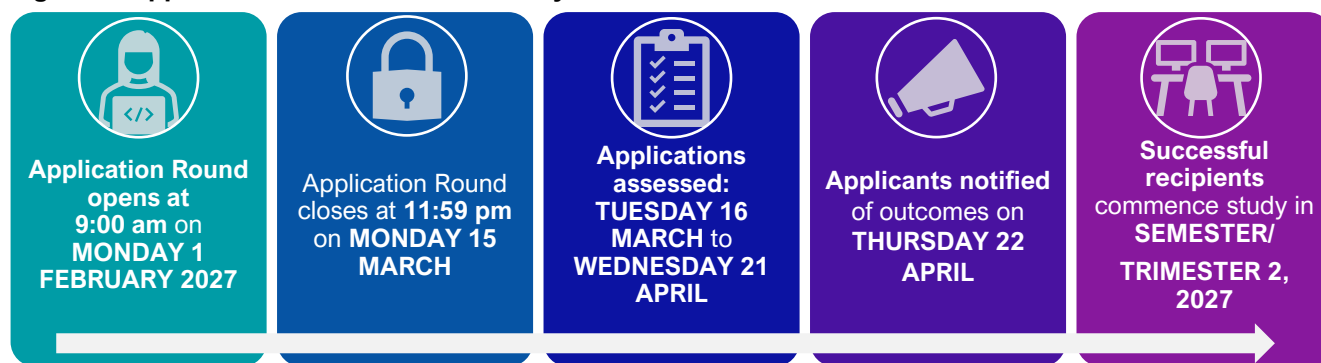
All applicants will be notified of the outcome through SmartyGrants on **Thursday 22 April 2027**.

The Inclusive Education Scholarships Unit (IESU) is responsible for all final scholarship decisions and outcome notifications.

Important: Before applying, confirm your school's participation status and scholarship allocation considerations with the IESU, as some schools may already have current or previous scholarship recipients participating in the initiative.

Successful applicants will progress to the scholarship finalisation stage outlined in **Section 7: Finalising your scholarship**.

Figure 1: Application and assessment – Key dates



7. Finalising your scholarship

Following notification of outcomes on **Thursday 22 April 2027**, successful applicants will receive an induction pack through SmartyGrants.

The induction pack contains the information and documents you need to finalise your scholarship. It includes steps to apply and enrol at your nominated university and provide the required documents to the IESU.

Successful applicants must complete the following steps:

- **Apply to your nominated university**
Submit an application for admission to your nominated university and course.
- **Accept your university offer**
If you are eligible, the university will send you a formal offer of admission. You must accept the offer to continue with your scholarship.
- **Enrol in the approved course**
You must enrol in at least one subject for Semester/Trimester 2, 2027.
- **Submit required documentation to the IESU**
Complete and return all required scholarship documents by **Monday 24 May 2027**.
Your scholarship remains provisional until you have completed all required steps.

Enrolment and study load requirements

After you receive a successful scholarship outcome, you must:

1. apply to your nominated university
2. accept your university Letter of Offer
3. enrol by the university's published deadline.

See **Table 5: Key university dates** for enrolment deadlines and course start dates.

You must start your course in Semester or Trimester 2, 2027. You cannot defer your first semester or trimester. If you do not start your course in this study period, you will be withdrawn from the initiative.

You must re-enrol by the required deadline for each study period. If you do not re-enrol, the university may withdraw you from your course.

The department expects you to enrol in at least one subject each semester or trimester to help you complete your course within the required timeframe.

Some courses may require additional subjects to meet practicum requirements. If you need to increase your study load, discuss this with your course coordinator and the IESU before enrolling.

Table 5: Key university dates

University	Enrolment closes	Course commences	Census date
University of Melbourne	9 July 2027	28 June 2027	31 August 2027
Monash University	16 July 2027	26 July 2027	1 September 2027
Deakin University	1 July 2027	5 July 2027	16 August 2027
La Trobe University	27 June 2027	12 July 2027	28 July 2027
University of Newcastle	27 August 2027	16 August 2027	10 September 2027
NextSense/Macquarie University	8 August 2027	26 July 2027	20 August 2027

Note:

Enrolment dates may vary by course and university. You are responsible for confirming your enrolment requirements with your university.

Census dates are the final date to make changes to your enrolment without academic or financial penalties.

Support and reasonable adjustments

All partner universities provide support and reasonable adjustments for students with disability, health conditions or other needs that may affect their studies.

If you need support, you can contact your university's disability or accessibility service. The service can work with you to identify reasonable adjustments and other support to help you take part in your course.

University support services include:

- **Deakin University**
Disability Resource Centre | Disability Liaison Officer
deakin.edu.au/recipients/health-and-wellbeing/disability-support
- **La Trobe University**
AccessAbility Hub
<https://www.latrobe.edu.au/recipients/support/wellbeing/services/accessibility-hub>
- **Macquarie University**
Accessibility Support | Disability Adviser
<https://recipients.mq.edu.au/support/accessibility-disability>
- **Monash University**
Disability Support Services | Disability Adviser
monash.edu/disability/
- **The University of Melbourne**
Recipient Equity and Disability Support | Disability Liaison Officer
<https://recipients.unimelb.edu.au/recipient-support/recipient-equity-and-disability-support>
- **The University of Newcastle**
AccessAbility | Accessibility Advisor
<https://www.newcastle.edu.au/current-recipients/support/personal/accessability>

8. Contact information

Contact the IESU for help with:

- scholarship applications

- eligibility for the initiative
- scholarship conditions and responsibilities
- funding and financial matters
- general questions about the initiative

Phone: (03) 9084 8496

Email: inclusive.ed.scholarships@education.vic.gov.au

Universities

University	Course information and application enquiries	General administration and enrolment support	Academic/course enquiries	Study support and resources
Deakin University	How to apply 1800 693 888 myfuture@deakin.edu.au	Recipient Central	Contact Dr Maria Nicholas Phone: (03) 5227 1472 Email: maria.n@deakin.edu.au	Study Support
La Trobe University	How to apply 1300 135 045	Recipient administration, La Trobe University	Contact Anne Southall Phone: (03) 5444 7907 Email: a.southall@latrobe.edu.au	Study support and resources, La Trobe University
NextSense/ Macquarie University	How to apply 1300 230 386		Contact Tanya Kysa Phone: 0484 913 641 Email: recipient.enquiries@nextsense.org.au	Academic Success - Study Support MQ Sydney
Monash University	1800 MONASH 1800 666 274	Contact us - Monash University Monash Connect - Current recipients Frequently Asked Questions	Master of Inclusive Education course leader, Dr Philip Chan: Philip.K.Chan@monash.edu Master of Applied Behaviour Analysis course leader, Dr Brad Bloomfield: brad.bloomfield@monash.edu Or the associate Professor, Erin Leif: Email: erin.leif@monash.edu	Disability Support Services Safety and Security Learn HQ Tutoring
University of Melbourne	Master of Learning Intervention: How to apply Phone STOP 1 on 13 MELB (13 6352)	Once enrolled, many queries can be answered via: Recipient Portal: https://my.unimelb.edu.au/	Dr Sharon Klieve, the Course Coordinator: sharon.klieve@unimelb.edu.au	Academic Skills Unit: academic-skills@unimelb.edu.au

	STOP 1, Recipient Portal or Ask FAQs (details above)	Ask FAQs: https://ask.unimelb.edu.au/ STOP 1 phone 13 MELB (13 6352)	Practicum queries, Gabi Cailotto: placements-professionalmasters@unimelb.edu.au	Academic Skills Unit
University of Newcastle	1800 882 121 Apply Now	Recipient Portal - MyHub Ask UoN	Initiative Convenor, Dr Carl Leonard: carl.leonard@newcastle.edu.au	Academic Learning Support

Appendix A: Privacy

The department is committed to protecting your privacy.

We handle personal information under the Privacy and Data Protection Act 2014 (Vic), the Health Records Act 2001 (Vic), and the Public Records Act 1973 (Vic).

What information we collect

We collect personal information to run the scholarship initiative. This may include information you provide through:

- SmartyGrants online forms
- email and
- phone contact

SmartyGrants is a secure online system used to manage applications. It stores and processes application information for the department.

For more information, see the SmartyGrants' privacy policy and [terms of service](#).

You can also read the department's privacy policy on the [Department of Education privacy policy | vic.gov.au](#).

Why we collect your information

We collect your personal information to:

- manage and assess your application
- confirm your eligibility for the scholarship initiative
- contact you about the initiative
- manage payments, funding agreements and initiative requirements
- monitor your progress and work with universities to support your studies
- manage compliance requirements, including debt recovery where needed
- meet reporting and evaluation requirements

We may also use information to improve the initiative and inform future education policies.

We only collect information that is reasonably needed to run and manage the scholarship initiative.

Sharing your information

We will not share your personal information unless:

- you agree
- the law requires or allows us to
- it is reasonably needed to run and manage the scholarship initiative, including funding agreements, compliance requirements and debt recovery

Only authorised staff, including staff in the Inclusive Education Scholarship Unit (IESU), can access your information.

Reporting and initiative evaluation

We may collect and review information about your study progress and results with your university. We do this to manage and evaluate the initiative.

This information helps us to:

- monitor your progress
- provide support where needed
- identify concerns about your progress
- help you complete your course
- improve the initiative

If we have concerns about your academic progress, we may contact you to discuss your progress and provide support.

You are expected to respond to the IESU and take part in discussions about your progress when contacted.

If you are not making satisfactory progress, or do not respond to reasonable attempts to contact you, we may take action under the scholarship conditions. This may include withdrawing you from the initiative.

We may also contact authorised people involved in your scholarship if needed to manage your eligibility, scholarship obligations or other initiative requirements. This may include your principal, line manager or relevant regional departmental staff.

We may contact you or relevant authorised people about funding, compliance or debt recovery. This may include repayment or other administrative action.

Any public reporting will not include your personal details.

Contact and participation

We may contact you:

- to update your details
- to understand how the scholarship has supported your teaching
- to discuss initiative payments or administration

You may also be invited to:

- join a community of practice
- take part in interviews or videos

These activities are optional. You can choose not to take part.

Accessing your information

You can:

- ask to see your personal information
- ask us to correct your personal information
- raise a privacy concern

Contact the IESU:

- Phone: (03) 9084 8496
- Email: inclusive.ed.scholarships@education.vic.gov.au

Storage of information

Your information is stored in SmartyGrants on secure servers in Australia provided by Amazon Web Services.

Keeping information up to date

We may contact you during and after the initiative to check that your contact, employment and professional details are up to date.

You can also contact us at any time to ask us to update or correct your personal information.