

MASTER OF INCLUSIVE EDUCATION INITIATIVE

APPLICATION GUIDELINES

Round 6: *Courses commencing Semester 2, 2021*

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1. INTRODUCTION

The Inclusive Education Grants Unit (IEGU) of the Inclusive Education Professional Practice Branch at the Department of Education and Training (the Department) has developed these guidelines to support prospective applicants to apply for a master's course through the Master of Inclusive Education (MIE) initiative.

Through this initiative, the Department will support 595 master's course placements over four years for teachers in Victorian government schools who work directly with students with a disability and additional learning needs. This enables them to undertake a Victorian Institute of Teaching (VIT)-endorsed postgraduate course focused on inclusive education.

The Department acknowledges the diversity of the students and employees we serve. We endeavour to support the development of an inclusive and vibrant culture that promotes value and respect for all. Applicants from diverse backgrounds, orientations and abilities are encouraged to apply for the MIE initiative.

BACKGROUND

Launched in late 2017 as part of the *Inclusive Education Agenda Reform – Additional Supports Program*, the MIE initiative provides funding for teachers wishing to undertake postgraduate study in inclusive education via a master's degree. This will support schools to strengthen their inclusive education practices so that all students, including those with a disability or an additional learning need, can succeed in their learning.

The MIE initiative is part of the Victorian Government's commitment to increase the number of highly qualified inclusive and special education teachers working in Victorian schools.

The MIE initiative aligns with all the essential elements of the Framework for Improving Student Outcomes (FISO) by building *Professional Leadership, Excellence in Teaching and Learning, Positive Climates for Learning* and *Breaking the Link*. The FISO also works alongside the Victorian Teaching and Learning Model (VTLM), bringing it into the classroom and creating a line of sight between the whole-school approach and classroom practices. Victorian government teachers are supported to develop strong evidence-based inclusive practices to improve learning for all students, including those with a disability and additional learning needs.

The Victorian School-wide Positive Behaviour Support (SWPBS) framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. The framework supports schools to identify and successfully implement evidence-based whole-of-school practices to enhance learning outcomes for all students. Applied behaviour analysis cohesively aligns with implementation of SWPBS, equipping recipients with skills to facilitate the Multi-Tiered Systems of Support.

Visit [Framework for Improving Student Outcomes](#) for more information.

Visit [Victorian Teaching Learning Model](#) for more information.

Visit [Victorian School-wide Positive Behaviour Support](#) for more information.

2. MASTER OF INCLUSIVE EDUCATION INITIATIVE

The MIE initiative aims to strengthen the capability of teachers, schools and regions to provide high-quality inclusive and special education to all students, including those with a disability or an additional learning need. The Inclusive Education Grants Unit (IEGU) manages the Master of Inclusive Education program, including the application process and assisting successful recipients to manage their course.

These guidelines relate only to master's courses commencing in Semester/Trimester 2, 2021.

Please note: The following terms are used in these guidelines –

- applicant: a teacher who is applying to undertake a master's course through the MIE initiative
- recipient: a teacher who has been successful in their application
- placement: the confirmed place within a master's program.

WHAT IS BEING FUNDED?

The MIE initiative has two intakes per year via application rounds. In this round (Round 6), the IEGU will expend 82 master's courses for teachers from Victorian government schools in the following courses:

- [Master of Education \(Inclusive Practice\) \(Australian Catholic University\)](#)
- [Master of Specialist Inclusive Education \(Deakin University\)](#)
- [Master of Inclusion and Diversity \(La Trobe University\)](#)
- [Master of Disability Studies \(RIDBC/Renwick Centre through Macquarie University\)](#)
- [Master of Education in Inclusive Education \(Monash University\)](#)
- [Master of Learning Intervention Stream A \(University of Melbourne\)](#)
- [Master of Special and Inclusive Education \(University of Newcastle\)](#).

Successful applicants will remain **provisionally accepted** until they have met the admission requirements of their chosen university course. The IEGU requires a copy of the applicant's letter of offer from their chosen university to formally finalise their placement.

COURSE FEES

The program will cover the tuition fees associated with a full-fee domestic place in one of the courses listed above. A successful recipient will not be eligible to apply for a Commonwealth Supported Place.

COURSE INFORMATION

More information on available areas of specialisation and methods of course delivery is outlined in the table below.

University	Course	Area of specialisation	Delivery mode
RIDBC/Macquarie University	Master of Disability Studies	<ul style="list-style-type: none"> • Deaf and hard of hearing • Vision impairment • Sensory disability 	Online
University of Melbourne	Master of Learning Intervention Stream A	<ul style="list-style-type: none"> • Disability • Specific learning difficulties • Hearing impairment 	On campus (Parkville)
University of Newcastle	Master of Special and Inclusive Education	<ul style="list-style-type: none"> • Deaf studies and deaf education • Early childhood • Emotional disturbance/behaviour problems • General special education 	Face to face/online
La Trobe University	Master of Inclusion and Diversity	No specialisation to note	Fully online/blended or combination of both
Monash University	Master of Inclusive Education	No specialisation to note	This course is officially on campus; however, delivered in flexible mode. Students can choose to engage via a fully online offering or to combine this with attendance at the face-to-face component if they are able and interested
Australian Catholic University	Master of Education (Inclusive Practice)	No specialisation to note	Online

TEACHER REPLACEMENT CONTRIBUTION

A teacher replacement contribution of up to \$7,000 will be made available to the base schools of classroom-based teachers who are participating in a master's course. The contribution is intended to support schools with teacher replacement costs resulting from a course's practicum placement requirements. Additional teacher replacement costs incurred will need to be met by the school.

A course participant's school will be able to access the Schools Targeted Funding Portal (STFP) where the MIE Initiative Agreement will be set up (R6 Master of Inclusive Education Initiative ERSC CRT). Through this initiative, schools can submit evidence of teacher replacement costs for when the teacher carries out the practicum requirements relating to their approved course. Schools will be asked to submit a reimbursement request after each practicum placement has been completed. The IEGU can support schools to submit reimbursement requests through the STFP when the practicum requirements occur.

For example:

If an employee is required to complete three blocks of 15-day placements over the course of 18 months, the total \$7,000 contribution may cover the full cost of the first placement, a portion of the second placement and none of the third placement. The remaining costs of managing resources while this teacher is out of the classroom will need to be managed by the school.

3. FUNDING CRITERIA

ELIGIBILITY

Applicants must:

- be an Australian Citizen or Permanent Resident
- be currently employed as a teacher in a Victorian government school who works directly with students with a disability or additional learning needs
- continue to be employed in a Victorian government school for the duration of the approved course
- be a qualified practising teacher with full VIT registration
- have a minimum of four units of study as recognised prior learning in order to be eligible to receive a placement with Monash University. Please see 'Academic Credit' on page 10 for more information
- for Round 6 recipients, commence their approved course in July 2021
- be willing and able to complete their approved course, including the practicum placement requirement, within four years of enrolling in the course
- be supported by a recommendation from their principal or regional director which agrees to release them for up to 45 practicum placement days
- not be the recipient of a scholarship or bursary for their approved course
- abide by and understand the failed units policy (see page 9 for more information).

Please note: In addition to the MIE eligibility criteria, universities have their own eligibility requirements. Applicants should contact universities and review their preferred course eligibility criteria before submitting their application.

The Department encourages all potential recipients to complete a relevant course from the *Inclusive Classrooms professional learning program* as a precursor to the MIE program. This is preferred, but not mandatory.

Visit the 2021 [Inclusive Classrooms](#) professional learning catalogue to view the upcoming courses.

FUNDING EXCLUSIONS

The MIE will not cover the following:

- course costs for teachers in non-government schools
- course costs for teachers who are already enrolled in one of their preferred courses, commencing study before Semester/Trimester 2, 2021
- course costs for regional support employees
- additional expenses associated with completing an approved course (e.g. textbooks, stationery, travel expenses, accommodation and information technology equipment)
- teacher replacement costs beyond the \$7,000 provided by the initiative
- teachers employed as a Casual Relief Teacher (CRT)
- additional expenses associated with the BACB supervision and/or examination
- any re-enrolment costs incurred in relation to failed units
- any costs incurred from withdrawing from a unit, or the course, after the university census date. If a recipient withdraws after the census date, they will be personally responsible for any associated course costs and fees including any failed units of study
- any course costs incurred after four years of study, as per the MIE agreement.

ASSESSMENT PRIORITIES

The MIE initiative supports teachers and schools to strengthen their inclusive practices so that all students, including those with a disability or an additional learning need, can succeed in their learning.

Please note: Schools which have not received a master's placement from previous rounds are prioritised at each intake. A selection panel will review and assess all applications against detailed assessment criteria. Applications will be prioritised based on the initiative's objectives, which include:

- increasing the number of Victorian government schools with classroom-based employees qualified in inclusive education
- aligning the MIE initiative with other Departmental programs, such as FISO, VTLM and Inclusive Classrooms.

Eligible group	
Priority 1	• Teachers in mainstream schools in which no employee has received a master's placement in previous rounds
Priority 2	• Teachers in specialist schools in which no employee has received a master's placement in previous rounds
Priority 3	• Principal class that may or may not be classroom based, e.g. principal, assistant principal

INTERMISSION

Recipients cannot defer their first semester of study. Recipients can request an intermission or leave of absence (study break) after they have successfully completed one unit of study in the first semester of the approved course. If a recipient wishes to take a break from study once meeting this requirement, they will be able to request an intermission for a maximum of 12 months (unless exceptional circumstances – such as illness, natural disaster or other circumstances which are beyond their control – apply).

Although a 12-month maximum intermission is available, applicants are encouraged to take no more than six months' intermission during their course as this will allow flexibility should they fail any unit of study. This policy ensures that all recipients can become qualified as soon as possible to bring inclusive and special education practices into the classroom. As a limited number of places is available, the IEGU seeks committed applicants who will complete their studies to support the objectives of the program before its conclusion.

Applicants should contact their university if they would like specific information regarding intermission or leave of absence processes and policies. If an intermission is sought after course commencement, the recipient must advise the IEGU and the university of their decision.

FAILED UNITS

If a recipient fails or is otherwise required to repeat a unit of study, they will be responsible for the costs and fees associated with repeating this failed unit of study, together with the costs and fees associated with any further failed units. This includes, but is not limited to, the costs and fees for re-enrolling in that unit of study.

If a recipient is personally responsible for any course costs under this policy, the Department will contact them regarding these fees.

Please note: Universities may allow recipients to re-enrol in a unit/subject that they may have already failed without requesting up-front payment. If this does occur, the Department will contact the recipient to recover financial costs associated with unit/s re-enrolment.

WITHDRAWALS

If an applicant chooses to withdraw from a unit of study, or from the course entirely, they must do so before the university census date. If they withdraw after the census date, they will be personally responsible for any associated course costs and fees including any failed units of study.

Recipients who wish to withdraw from the program must contact the IEGU immediately. The request to withdraw will be managed on a case-by-case basis. Withdrawing from the program due to increased workload, change of role/school or competing work priorities will impact the program. The applicant and school have been awarded an opportunity to strengthen inclusive practices within the school and support students with a disability and additional learning needs. By withdrawing from the program, the recipient's school will risk being able to apply for a subsequent master's, program funding will reduce, and students will not receive the support this program intends to provide.

Please note: If a recipient chooses to withdraw from a unit of study after the census date, some universities will record this as a failed unit. This will be treated in accordance with the MIE failed units policy.

4. CONSIDERATIONS BEFORE APPLYING

Applicants should consider the following information when selecting their preferred course.

STUDY WORKLOAD

Study workload for the eligible courses may range from 15 to 20 hours per week. The IEGU and universities encourage recipients to complete the **minimum units** of study required per semester/trimester. This is based on the study workload requisite in conjunction with balancing work and personal commitments.

All courses offer full-time and part-time options. It is important to understand the expected weekly hours of study and how this will affect other commitments. If an applicant is considering studying part-time, they may wish to consider the total length of time they will need to complete the course, noting that they must complete their approved course within four years (July 2025) to be eligible for a placement. An applicant might also like to ask their preferred university provider if there are options to switch from part-time to full-time, or vice versa, part-way through the course.

Applicants are encouraged to contact their preferred university to understand more about study workload commitments and the minimum number of units required to complete per semester/trimester.

TRAVEL

The following course may require interstate travel as part of the study requirement:

- **Macquarie University**, Master of Disability Studies: If an applicant wishes to specialise in vision impairment, they must complete a five-day intensive unit on campus in New South Wales.

MULTIPLE APPLICATIONS FROM TEACHERS AT THE SAME SCHOOL

The IEGU will award **one** master's course per school per application round. This is to ensure that each school receives the benefit of a master's-qualified employee in inclusive education. This will also ensure the initiative has the broadest possible impact. If a recipient withdraws from the program, their school may not be able to receive a subsequent placement.

If multiple applications are received from a single school, the IEGU may contact the applicant's principal or regional director for additional information about the applicants' suitability. This information will be considered in addition to the information provided by applicants and the additional criteria listed above. In all cases, funding is awarded at the discretion of the IEGU.

ACADEMIC CREDIT

Academic credit, or Recognition of Prior Learning (RPL) (also known as credit for prior learning or advanced standing), is acknowledgement of prior study based on previous study or work experience. If a university grants RPL, the recipient may be able to reduce the duration of their approved course. **Please note:** This will not affect the duration of any practicum requirement related to the approved course.

Each participating university has its own policy in relation to RPL, which will be granted at its discretion. Applicants may be asked to provide further information and detail about the studies they have completed to help with this assessment.

RPL FOR MONASH UNIVERSITY

For applicants to be eligible to receive a Monash placement, they must have four units of RPL recognised by Monash University. Monash has recommended the following RPL self-assessment questions:

1. Has the applicant met a 60% average in their studies? And are their qualifications related to inclusive education?
2. Has the applicant worked more than two years in a teaching or applied behaviour analysis-related role, and can they demonstrate this in their resume?

If an applicant answers 'yes' to the above questions, they will likely be eligible for RPL. If they answer 'no' to one or both of the above questions, they will need to contact Monash University via

email: future@monash.edu to discuss how much RPL might be acknowledged based on their study and work experience.

PRACTICUM

All VIT-endorsed courses that form part of the MIE include a requirement to **complete a practicum placement of up to 45 days**.

It is mandatory that all recipients complete the practicum component of their approved course, regardless of whether they are currently working as a teacher or have experience working in specialist education settings.

If a recipient changes schools or has a change of principal/regional director while completing their approved course, it is the recipient's responsibility to contact the IEGU to obtain an 'acknowledgement' form that will be required to be endorsed by their new principal/regional director supporting participation in the program and the practicum components required to complete the course.

As each course has different practicum arrangements, recipients should ensure they understand what these are and if they are able to be completed within the designated timeframes. If a recipient seeks to make any changes to their practicum requirements, this will need to be endorsed by the IEGU in the first instance, and then by the university. Changes to course delivery may influence a recipient's overall result.

5. HOW TO APPLY

SmartyGrants is an online grants administration program used by the Department to facilitate the MIE initiative. Applications can only be submitted online via [SmartyGrants](#).

The R6 application round will be open for **four weeks**, from **9am on Monday 1 March 2021**. Applications will close at **12pm (midday) on Wednesday 24 March 2021**.

The IEGU aims to process all applications and notify applicants of the outcomes by **Friday 16 April 2021**. As part of the assessment process, members of the selection panel may contact shortlisted applicants and their principal/regional director by phone to discuss their application. **This will occur between 24 March and 16 April 2021.**

Applications must address each of the criteria. Incomplete or late applications will **not** be considered. Once an applicant has submitted their online application through SmartyGrants, they will not be able to change it or submit any additional documentation through the online form.

GUIDANCE ON PERSONAL STATEMENT AND STATEMENT OF SUPPORT

PERSONAL STATEMENT

As part of the application process, a personal statement is required outlining why the applicant is applying for a placement and how they intend to use the knowledge and skills gained through completing their preferred course. The personal statement should include information about:

- why the applicant would like to undertake their preferred course
- how the applicant will use the knowledge and skills from their preferred course in their current role to assist students with disability and additional learning needs
- how the applicant intends to use the knowledge and skills from their preferred course in their future career, including leadership roles

- how the applicant will demonstrate commitment to enhancing inclusive education in their classroom, school and community
- how the applicant proposes to manage their course load associated with their preferred course.

STATEMENT OF SUPPORT

Applicants must submit a statement of support (SoS), completed and signed by their principal or regional director, outlining the reasons why they support the application and how they will best utilise the applicant while studying and after the course completion. The SoS template is available on the MIE website and via the online application form.

In the SoS, principals/regional directors must address the following:

- **Practicum placements**
The statement of support must acknowledge that practicum placements may take up to **45 days** and that it is the responsibility of the school to manage relief teacher arrangements, including funding if more than \$7,000 is required (except for the ABA course, which has no practicum).
- **Study Leave**
It is expected that a principal/regional director will grant a reasonable number of paid study leave days for the purpose of attending examinations and that one day of paid study leave will be granted to attend a graduation ceremony.

Any further applications for study leave, paid or unpaid, may be approved on an as required basis and in accordance with the Department's study leave policies.

Information regarding study leave for teaching service employees is available at the HRWeb page – [Study Leave for Teaching Service](#).
- **VTLM Practice Principle**
An applicant's principal or regional director is required to identify a Practice Principle from the VTLM that can be strengthened through the applicant's participation in the program, and to expand on this in the SoS.

COURSE PREFERENCES

When an applicant is completing their application form, it is mandatory that they choose one preferred course. If they choose to select a secondary preferred course, they must be interested in studying either one of these courses in the event they are offered a placement for their second preference.

6. INFORMATION PRIVACY

The Department values and is committed to protecting your privacy. We handle applicant personal information in accordance with the *Privacy and Data Protection Act 2014* (Vic) (PDP Act) and other applicable legislation. The Department has adopted the Information Privacy Principles in the PDP Act as minimum standards when dealing with personal information.

The IEGU may collect personal information that applicants choose to give us, which is a necessary function of running the MIE initiative. This includes information collected via online forms through SmartyGrants, phone and email correspondence. SmartyGrants may also collect personal

information for its own purposes. Please refer to the SmartyGrants [terms of service and privacy policy](#) for further information.

Under the PDP Act, the IEGU has a responsibility to protect personal information. The IEGU take reasonable steps to make sure that personal information is protected from misuse, loss, unauthorised access, modification or disclosure. Access to systems, applications and the information that the IEGU collects is limited to authorised employees only.

For further information on how the Department will handle personal information, please refer to the Department's general [information privacy policy](#).

Please see the website for the [Office of the Victorian Information Commissioner](#) for further details regarding the Information Privacy Principle.

COLLECTION NOTICE

The IEGU will collect an applicant's personal information through SmartyGrants and email correspondence in order to register them as an applicant for this initiative, contact applicants if necessary, in relation to this initiative, and for reporting purposes. The IEGU will not disclose personal information without consent, except where required to do so by law. If an applicant does not wish to provide their personal information, they will be unable to apply for a master's. The applicant may contact the IEGU to discuss their application, to request access to their personal information, or for other concerns about the privacy of their personal information.

The IEGU will collect the average academic outcomes for each student as they progress through their course to obtain their qualification. This information will be used to assess if further support from the educational institution is required for a recipient to successfully complete their course. This information may also be used in a de-identified and aggregated format to assist with reporting and evaluation of the MIE initiative. This academic information will not impact a person's eligibility to continue to receive their master's as part of the initiative. Information may also be sought from applicants and recipients over this period to analyse the effectiveness of the program and to inform future workforce policies and initiatives.

UPDATING PERSONAL DETAILS

The IEGU will regularly contact recipients to update their contact and employment details to assist with the efficacy of the MIE initiative.

7. APPLICATION TIMELINE

Applicants must refer to the table below for a timeline of the assessment process. Applications will close at **12pm (midday)** on **Wednesday 24 March 2021**.

The IEGU will conduct an initial check to confirm that each application meets the eligibility criteria, and assess all eligible applications using the assessment priorities (see page 8). Applicants may be contacted after the closing date to provide clarification or additional information in support of their application.

The IEGU aims to process all applications and notify the outcome of the application round within 17 business days of the initiative's closing date (that is, by **Friday 16 April 2021**).

Application Assessment Process	Time and/or date
Opening Date for Application	9am, Monday 1 March 2021
Closing Date for Application	12pm, Wednesday 24 March 2021

Application Assessment

Thursday 25 March–Thursday 15 April 2021

Application Outcomes

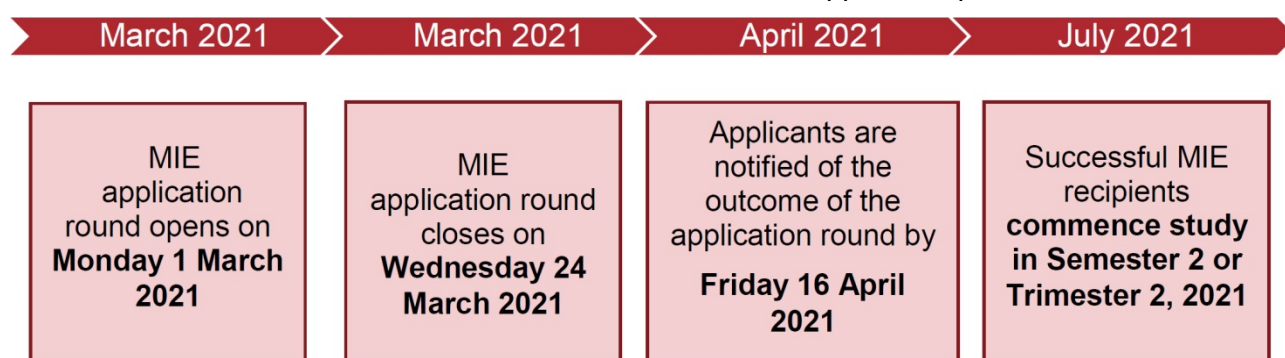
Friday 16 April 2021

HOW AND WHEN TO APPLY FOR COURSES

The IEGU advises all applicants to wait until they have received a notification of the outcomes of the MIE initiative before applying in their preferred course.

The IEGU has ensured that all provisionally accepted applicants will have enough time to enrol in their approved university course after receiving notice of the outcome of their application.

Please refer to the flowchart below for a visual timeline of the application process.



Provisionally accepted applicants **must** enrol in their approved university course as soon as they are notified by the IEGU.

Key enrolment, study and census dates are outlined as follows:

University	Enrolment opens	Enrolment closes	Course commences	Census date
Australian Catholic University	July 2021	8 August 2021	26 July 2021	31 August 2021
Deakin University	21 June 2021	30 June 2021	(TRI 2) 12 July 2021	15 August 2021
La Trobe University	November 2020	Early July 2021	19 July 2021	31 August 2021
Macquarie University	November 2020	9 August 2021	26 July 2021	Late August 2021
Monash University	Mid-March 2021	Early July 2021	26 July 2021	31 August 2021
University of Melbourne	November 2020	Early August 2021	26 July 2021	31 August 2021
University of Newcastle	November 2020	4 July 2021	19 July 2021	13 August 2021

PROVISIONALLY ACCEPTED APPLICANTS

The IEGU will notify all provisionally accepted applicants of the outcomes and the master's course which has been approved. The approved course can be either one of the two nominated during the application process. Provisionally accepted applicants will receive an email through SmartyGrants that includes an induction information pack. This induction pack consists of:

- a letter from the Department with recipient obligation information
- an information sheet that explains the steps required to complete in order to accept the offer
- a Policy Overview document
- a MIE Agreement
- a Fringe Benefits Tax form and FAQ's sheet
- a copy of the MIE R6 Guidelines.

Provisionally accepted applicants have four (4) weeks to return their induction pack documents, along with their university's letter of offer, to the IEGU: inclusive.ed.grants@education.vic.gov.au. (no later than **Friday 14 May 2021**).

UNSUCCESSFUL APPLICATIONS

Following the conclusion of the assessment process, the IEGU will notify unsuccessful applicants of the outcome of their application. If applicants are seeking feedback on an unsuccessful application, they may contact the IEGU team.

8. CONTACT INFORMATION

- For Master of Inclusive Education enquiries and application support, contact the IEGU on: (03) 9084 8496 or via email: inclusive.ed.grants@education.vic.gov.au
- For advice on how to manage the CRT recruitment process to the school's benefit, contact Schools Recruitment on: 1800 641 943 or via email: schools.recruitment@education.vic.gov.au
- For assistance with managing leave requests and approvals, please contact the HR Service Centre on 1800 641 943 and select the option for the appropriate region, or email:
 - [Schools HR – North Eastern Region](mailto:schools.hr.nev@edumail.vic.gov.au) (schools.hr.nev@edumail.vic.gov.au)
 - [Schools HR – North Western Region](mailto:schools.hr.nwv@edumail.vic.gov.au) (schools.hr.nwv@edumail.vic.gov.au)
 - [Schools HR – South Eastern Region](mailto:schools.hr.sev@edumail.vic.gov.au) (schools.hr.sev@edumail.vic.gov.au)
 - [Schools HR – South Western Region](mailto:schools.hr.swv@edumail.vic.gov.au) (schools.hr.swv@edumail.vic.gov.au)

UNIVERSITY CONTACT DETAILS

The universities are in the best position to answer specific questions relating to the master's courses on offer. Each university has support services for prospective students.

University	Website	Contact phone
Australian Catholic University	www.acu.edu.au	1300 275 228
Deakin University	www.deakin.edu.au	(03) 9244 6100

La Trobe University	www.latrobe.edu.au	1300 135 045
Macquarie University	www.mq.edu.au	(02) 9850 6410
Monash University	www.monash.edu.au	1800 666 274
University of Melbourne	education.unimelb.edu.au	136 352
University of Newcastle	www.newcastle.edu.au	1300 275 866

APPENDIX A – FREQUENTLY ASKED QUESTIONS

ELIGIBILITY

DO I NEED TO BE A PERMANENT RESIDENT OR CITIZEN TO APPLY?

Yes, you must be an Australian citizen or permanent resident to be eligible to receive a master's placement.

CAN I APPLY IF I AM ON A FIXED-TERM CONTRACT AND/OR WORK PART-TIME?

Yes, teachers can apply if they are on a fixed-term contract and/or work part-time.

Teachers who are employed on a casual basis are **not** eligible to apply.

CAN I APPLY IF I LIVE IN A RURAL OR REGIONAL AREA?

Yes, applicants in rural and regional areas are encouraged to apply.

Some of the courses offer flexible learning options, including fully online and partially online study modes, which may be suited to applicants in rural areas.

Please note that travel, accommodation and information technology equipment expenses are not covered by the MIE initiative.

CAN I APPLY IF I HAVE ALREADY STARTED THE COURSE?

No, you are not eligible to receive a master's placement if you are already enrolled and studying in your chosen course.

DO I HAVE TO STUDY FULL-TIME?

Both full-time and part-time study modes are eligible. Applicants can select whichever study mode best suits them. The IEGU and universities encourage applicants to consider part-time study, because this will best allow applicants to manage their work and personal commitments whilst also meeting their chosen course requirements. Please note that Round 6 recipients commencing study in Semester/Trimester 2, 2021 **must complete their course by July 2025**.

CAN I STUDY ONLINE?

Yes, most of the courses available through the MIE program have an online study option. Please note that two courses require attendance on campus:

- **Master of Learning Intervention (Stream A) – University of Melbourne**

This course is delivered on campus through evening, weekend and school holiday intensive classes. Some subjects also include independent online learning.

- **Master of Disability Studies – Macquarie University**

If a recipient chooses to specialise in vision impairment as part of their course, they will be required to complete a five-day intensive unit on campus in New South Wales.

CAN I APPLY IF I AM PLANNING, OR CURRENTLY ON, EXTENDED LEAVE (E.G. LONG SERVICE LEAVE OR MATERNITY LEAVE)?

Yes, if the recipient is still employed by the Department and continues to meet the eligibility criteria outlined in these guidelines. **Please note:** Round 6 recipients commencing study in Semester 2, 2021 **must complete their course by July 2025.**

WHAT HAPPENS IF I MOVE OUT OF THE GOVERNMENT TEACHING SERVICE?

Applicants are no longer eligible to receive funding to continue their master's course. They must notify the IEGU if they move out of the Victorian Government Teaching Service and, in doing so, they will be withdrawn from the MIE initiative. If this is not actioned within a timely manner, they may be liable for any financial costs associated with the course.

APPLYING FOR A MASTER'S LEVEL COURSE

I AM A PRINCIPAL. WHO ENDORSES MY STATEMENT OF SUPPORT?

A regional director can endorse the statement of support.

HOW WILL I KNOW IF MY APPLICATION HAS BEEN RECEIVED?

All applicants will receive an automatic confirmation email when their application has been received. This will be sent to the primary email address provided by the applicant during the application process.

If an applicant submits their application, but does not receive confirmation, they may contact the IEGU.

MASTER'S LEVEL COURSE DETAILS

WILL I INCUR A HIGHER EDUCATION CONTRIBUTION SCHEME (HECS) DEBIT FOR MY COURSE?

Recipients will not incur a HECS debt for their master's course. This initiative covers the tuition fees for a full-fee paying place, not a Commonwealth-supported place that attracts HECS.

CAN I TAKE STUDY LEAVE DAYS WHEN COMPLETING MY APPROVED COURSE?

It is expected that a principal/regional director will grant a reasonable number of paid study leave days for the purpose of attending examinations and that one day of paid study leave will be granted to attend a graduation ceremony.

Any further applications for study leave, paid or unpaid, may be approved on an as required basis and in accordance with the Department's study leave policies.

Information regarding study leave for teaching service employees is available at the HRWeb page titled: [Study Leave for Teaching Service](#).

APPLYING FOR A UNIVERSITY COURSE

WHAT HAPPENS IF I RECEIVE AN INVOICE FROM THE UNIVERSITY?

The IEGU and the universities have an agreement which states that an invoice for course fees will be sent to the IEGU once the census date has passed.

If you receive an invoice from your approved university, please contact the IEGU.

UNIVERSITY OF MELBOURNE'S MASTER OF LEARNING INTERVENTION: CAN I APPLY FOR STREAM B RATHER THAN STREAM A?

The MIE initiative offers Stream A as a specific course due to practicum requirements linking to classroom-based inclusive practices. Stream A is suitable for teachers who are eligible for VIT registration and are seeking additional qualifications to work as special educators.

Stream B is suitable for allied health professionals and early childhood educators who are not seeking VIT-endorsed special educator qualifications but wish to increase their understanding and skills in learning interventions.

One of the MIE initiative's main objectives is to increase the number of Victorian government schools with a qualified inclusive and special education teacher. This is the main reason why the initiative only offers a placement for Stream A of this specific course.

The Stream A course requires practicum to be carried out during the course, and therefore recipients must be in a teaching role to complete this requirement.