MASTERS OF INCLUSIVE EDUCATION

SCHOLARSHIPS INITIATIVE

APPLICATION GUIDELINES – Round 5

*Courses commencing from Semester 1, 2021*

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# 1. Introduction

The Department of Education and Training (the Department) has developed these guidelines to support prospective applicants to apply for a scholarship through the Masters of Inclusive Education Scholarships (MIES) initiative.

Through this initiative, the Department will provide 638 scholarships over four years for teachers in Victorian government schools, and regional support staff, to undertake a Victorian Institute of Teaching (VIT)-endorsed postgraduate course focused on inclusive education. Scholarships can also be used to undertake the Master of Education (Applied Behaviour Analysis) course through Monash University.

The Department acknowledges the diversity of the students and staff whom 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 MIES initiative.

## Background

Launched in late 2017 as part of the *Inclusive Education Agenda Reform – Additional Supports Program,* the MIES initiative provides scholarship funding for teachers and regional support staff seeking to undertake postgraduate study in inclusive education. 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 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.

The MIES 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 MIES 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. Through the Victorian Teaching and Learning Model (VTLM), Victorian teachers are supported to develop strong evidence-based inclusive practices to improve learning for all students, including those with disabilities and additional learning needs. The VTLM also works alongside FISO, bringing it into the classroom and creating a line of sight between the whole-school approach and classroom practices.

Visit [Victorian School-wide Positive Behaviour Support](https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/swpbs.aspx) for more information

Visit [Framework for Improving Student Outcomes](https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/FISO.aspx) for more information

Visit [Victorian Teaching Learning Model](https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/Victorianteachingandlearningmodel.aspx) for more information

# 2. Masters of Inclusive Education Scholarships initiative

The MIES 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. Inclusive Education Grants Unit (IEGU) manages the scholarships program, including the application process and assisting successful recipients to manage their scholarships.

**These guidelines relate only to scholarships for Semester 1, 2021 entry**.

## What is being funded?

The MIES initiative has two intakes per year via application rounds. In this round (Round 5), the Department will provide scholarships for Victorian government school teachers and regional-based support staff in one of the following courses:

* Master of Education Autism Spectrum Studies (Australian Catholic University)
* [Master of Specialist Inclusive Education (Deakin University)](https://www.deakin.edu.au/course/master-specialist-inclusive-education)
* [Master of Inclusion and Diversity (La Trobe University)](https://www.latrobe.edu.au/courses/master-of-special-education)
* [Master of Disability Studies (RIDBC/Renwick Centre through Macquarie University)](https://www.ridbc.org.au/renwick/master-disability-studies)
* [Master of Inclusive and Special Education (Monash University)](https://handbook.monash.edu/current/courses/D6002)
* [Master of Education Applied Behaviour Analysis (Monash University)](https://www.monash.edu/education/future-students/postgraduate/master-of-education-in-applied-behaviour-analysis)
* [Master of Learning Intervention Stream A (University of Melbourne)](https://handbook.unimelb.edu.au/courses/mc-li)
* [Master of Special and Inclusive Education (University of Newcastle)](https://www.newcastle.edu.au/degrees/master-special-inclusive-education/handbook)

If you are successful in receiving a scholarship, your place will be **provisionally approved** until you have met the admission requirements of your chosen university course. IEGU require proof of course enrolment to support formally finalising your scholarship place.

### Applied Behaviour Analysis

Scholarships are available for Victorian government school teachers and regional support staff (Koorie Engagement Support Officers (KESOs), Student Support Services (SSS), Schoolwide Positive Behaviour Support (SWPBS) Coaches and Visiting Teachers (VTs)) to undertake the Master of Education: Applied Behaviour Analysis (ABA) through Monash University. This course is a pathway to certification as a [Board Certified Behaviour Analyst](about:blank) (BCBA). There is **no** practicum component for this course, and the scholarship does **not** provide funding for the supervision costs associated with certification as a BCBA or the BCBA examination. Certification requirements remain the responsibility of the individual.

There are ABA specific application guidelines available on the MIES website:

<https://www.education.vic.gov.au/school/teachers/profdev/Pages/inclusive-education-scholarship.aspx>

## Course fees

The scholarship will cover the tuition fees associated with a full-fee domestic place in one of the courses listed above. A successful scholarship recipient will not be eligible to apply for a Commonwealth Supported Place. Visit [Masters of Inclusive Education Scholarships](https://www.education.vic.gov.au/school/teachers/profdev/Pages/inclusive-education-scholarship.aspx) for further information

## Course Information

|  |  |  |  |
| --- | --- | --- | --- |
| University | Course | Area of specialisation | Delivery mode |
| RIDBC/Macquarie | Master of Disability Studies | * Deaf and Hard of Hearing * Vision Impairment * Sensory Disability | Online |
| University of Melbourne | Master of Learning Intervention Stream A | * Disability * Specific Learning difficulties * Hearing impairment | On Campus (Parkville) |
| University of Newcastle | Master of Special and Inclusive Education | * Deaf studies and Deaf Education * Early Childhood * Emotional disturbance/Behaviour Problems * General Special Education | Face to Face / Online |
|  | | | |
| Deakin University | Master of Specialist Inclusive Education | No specialisation to note | Online |
| La Trobe University | Master of Inclusion and Diversity | No specialisation to note | Fully Online / Blended or combination of both |
| Monash University | Master of Applied Behaviour Analysis  Master of Inclusive and Special Education | No specialisation to note | On Campus (Clayton)  Online |
| ACU | Master of Education Autism Spectrum Studies | No specialisation to note | Online |

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

## Teacher Replacement Contribution

The scholarship includes a contribution of up to $7,000, for **classroom-based teachers only**, for associated with the practicum placement. Schools will need to contribute additional funds for teacher replacement should this amount not cover all costs.

Once recipients are notified of the outcome of their scholarship application, successful applicants, their Principals and Business Managers will receive an information pack via email that includes a guide on how to claim reimbursements for teacher replacement costs for practicum replacement.

The Business Manager of your school will be able to access the Schools Targeted Funding Portal (STFP) where the MIES Initiative Agreement will be set up. Through this initiative, schools can submit evidence of teacher replacement costs for when the scholarship recipient 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. IEGU can support schools to submit reimbursement requests through the STFP when the practicum requirements of the applicant’s course occur.

***This funding is not available to regional support staff, such as KESOs, SSS, SWPBS Coaches and VTs.***

**For example:**

If a staff member 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 whilst 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 or as a regional support staff member (e.g. a KESO, SSS, SWPBS Coach or VT)
* Continue to be employed in a Victorian government school or as a regional staff member for the duration of your approved course
* Be a qualified practising teacher with full VIT registration. Graduate teachers are not eligible for an MIES scholarship.
* Have a minimum of four units of study as recognised prior learning in order to be eligible to receive an MIES Monash scholarship. Please see ‘Academic Credit’ on page 12 for more information.
* Round 5 recipients must commence their approved course in March 2021
* Be willing to enter into a legally binding agreement that outlines the responsibilities of both the scholarship recipient and the Department
* 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/Manager which agrees to release them for up to 45 practicum placement days
* Not be the recipient of other scholarships for their approved course.

**NB:** In addition to the MIES eligibility criteria, universities have their own eligibility requirements. Please ensure that you review your preferred course eligibility criteria prior to submitting your MIES application.

ABA applicants:

* must be employed at a school that is currently implementing the Victorian School-wide Positive Behaviour Framework. Please note that mainstream settings will be prioritised.

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

Visit [*2020 Inclusive Classrooms professional learning catalogue*](https://www.deafeducation.vic.edu.au/professional-learning/inclusive-classrooms)to view the upcoming courses.

## Funding exclusions

The MIES will not cover the following:

* Scholarships for teachers in non-government schools
* Scholarships for teachers and regional staff who are already enrolled in one of their preferred courses, commencing study before Semester 1, 2021
* Additional expenses associated with completing your 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 costs incurred in relation to failed units beyond the one unit covered by the scholarship
* Any costs incurred if you choose to withdraw from a unit, or the course, after the university census date. If you withdraw after the census date, you 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 scholarship agreement.

## Assessment priorities

The MIES initiative supports schools, teachers and regional support staff 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 that schools who have not received a scholarship recipient 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 staff members qualified in inclusive education
* Aligning the scholarships initiative with other Departmental programs, such as VTLM, the Victorian SWPBS Framework and Inclusive Classrooms.

|  |  |
| --- | --- |
|  | Eligible group |
| *Priority 1* | * Teachers in mainstream schools in which no staff member has received a Masters of Inclusive Education Scholarship in previous rounds |
| *Priority 2* | * Teachers in specialist schools in which no staff member has received a Masters of Inclusive Education Scholarship in previous rounds |
| *Priority 3* | * Regional-based staff (KESOs, SSS staff, ES staff, SWPBS Coaches and VTs) who work directly with students with disabilities or additional learning needs * Teachers in mainstream or specialist schools in which a staff member has received a Masters of Inclusive Education Scholarship in previous rounds * Principal class that are not classroom based, e.g. Principal, Assistant Principal |

## Intermission

Scholarship recipients cannot defer their first semester of study. You can request an intermission or leave of absence (study break) after you have successfully completed one unit of study in the first semester of your approved course. If you wish to take a break from study once meeting this requirement, you 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 your control—apply).

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

Please contact your university if you would like specific information regarding intermission or leave of absence processes and policies. If you are seeking an intermission after you have commenced your course, you must advise the IEGU and your university of your decision.

## Failed Units

If a scholarship recipient fails a unit of study, the scholarship will (on a one-off basis) pay the course fees associated with that failed unit of study. You 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

If you are personally responsible for any course costs under this policy, the Department will contact you regarding these fees.

## Withdrawals

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

Please note that if you choose 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 MIES failed units’ policy.

# 4. Considerations before applying

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

## Study workload

Study workload for the eligible courses may range from 15 to 20 hours per week. The Department 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 your other commitments. If you are considering studying part-time, you may wish to consider the total length of time you will need to complete the course, noting that you must complete your approved course within four years (December 2024) to be eligible for a scholarship. You might also like to ask your preferred university provider if there are options to switch from part-time to full-time, or vice versa, part-way through the course.

Please contact your preferred university to understand more about study workload commitments and the minimum number of units required to complete per semester/trimester.

## Teacher Replacement contribution

The MIES will contribute $7,000 towards teacher replacement costs associated with course practicum. This amount will only cover a portion of the required relief teacher days and schools will need to find additional funding from their own budgets to make up any shortfalls. We encourage you to discuss your options with your Principal before applying for a course through our program.

## Travel

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

* **Macquarie University**, Master of Disability Studies: if specialising in vision impairment, students must complete a five-day intensive unit on campus in New South Wales.

## Multiple applications from teachers at the same school

IEGU will award one scholarship per school per application round. This is to ensure that each school and region receives the benefit of a Masters-qualified staff member in special and inclusive education. This will also ensure the initiative has the broadest possible impact.

If multiple applications are received from a single school, region or area, IEGU may contact the applicants’ Principal/Manager 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 Department.

## 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 your approved university grants RPL, you may be able to reduce the duration of your approved course. Please note that this will not affect the duration of any practicum requirement related to your approved course.

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

### RPL for Monash University

In order to be eligible to receive an MIES Monash scholarship, you must have four units of RPL recognised by Monash University. Monash have recommended the following RPL self-assessment questions:

1. Have I met a 60% average in my studies? And are my qualifications related to inclusive education?
2. Have I worked more than two years in a teaching or Applied Behaviour Analysis related role, and can I demonstrate this in my resume?

If you answer ‘yes’ to the above questions, you will likely be eligible for RPL. If you answer ‘no’ to one or both of the above questions, please contact Monash University via email ([future@monash.edu](mailto:future@monash.edu)) to discuss how much RPL might be acknowledged based on your study and work experience.

## Practicum

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

All scholarship recipients are required to 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, except for the Master of ABA course from Monash University. The ABA course does not have a practicum requirement.

If you change schools or have a change of principal/manager whilst completing your approved course, it is your responsibility as a scholarship recipient to inform your new school, principal or manager of the practicum components required to complete your course. You must also ensure that your new principal or manager completes a statement of support, which must be then forwarded to the IEGU.

As each course has different practicum arrangements, you should ensure that you understand what these are and if you are able to complete them within the designated timeframes. If you seek to make any changes to your practicum requirements, this will need to be endorsed by your approved university in the first instance, and then by the IEGU. Changes to your course delivery may influence your overall result.

# 5. How to apply

SmartyGrants is an online grants administration program that the Department uses to facilitate the MIES initiative. Scholarship applications can only submitted online via [SmartyGrants](https://inclusiveedgrants.smartygrants.com.au/).

The application round for the initiative will be open for **four weeks**, from **9am, Monday, 10 August 2020.** Applications will close at **12pm (midday),** **Monday, 7 September 2020.**

IEGU aims to process all applications and notify applicants of the outcomes by **Monday, 28 September 2020**. As part of the assessment process, members of the selection panel will be contacting shortlisted applicants and their principals/managers by phone to discuss their application. **This will occur between 7 September and 28 September 2020.**

Applications must address each of the criteria. Incomplete or late applications will not be considered. Once you have submitted your online application through SmartyGrants, you will not be able to change it or submit any additional documentation through the online form.

## Guidance on personal statement and statement of support

To apply for a scholarship, applicants must attach both a personal statement and a statement of support from their Principal/Manager. Guidance on these supporting documents is provided below.

### Personal Statement

As part of your application you must submit a personal statement outlining why you are applying for a scholarship and how you intend to use the knowledge and skills gained through completing your preferred course. Your personal statement should include information about:

* Why you wish to undertake your preferred courses, clearly explaining why you have chosen a particular course
* Your awareness of the workload associated with your preferred course and how you propose to manage this
* How you intend to use the knowledge and skills from the course in your current role
* How you intend to use the VTLM in the classroom to improve student learning experiences effectively, and how your participation in the MIES initiative will affect improvement initiatives within your school, your teaching and student learning
* How you demonstrate commitment to enhancing inclusive education in your classroom, school and community.

### Statement of Support

You must submit a statement of support, signed by your Principal/Manager, outlining the reasons why they support your application. The template for this document is available on the MIES website and via the online application form. Your Principal must address the following:

* ***Leave requirements for 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 the ABA course, which has no practicum).

* ***VTLM Practice Principle***

Your Principal/Manager is required to identify a Practice Principle from the VTLM that can be strengthened through your participation in the scholarship initiative and expand on this in their statement.

### Secondments

During the four-year period of your scholarship, you may undertake a secondment with another school for a specified period, with the intention of resuming your position at your substantive school at the end of this period.

In the event that you undertake a secondment in a non-Victorian government school and do not return to your substantive school at the end of your secondment, then you will be personally responsible for the cost of any units of study you completed during the period of your secondment.

If you are currently on secondment and hold a substantive position elsewhere, as part of your application you are required to provide a statement of support from your current Principal/Manager, as well as a statement of support from your substantive Principal/Manager. This is to ensure that your substantive Principal/Manager is aware of your application and the course requirements and will support you in completing your course when you return to your substantive position.

### Course preferences

When you are filling out your application form, it is mandatory that you choose two preferred courses. Please make sure that you are interested in studying either one of these courses in the event that you are offered a scholarship for your second preference.

# 6. Information privacy

The Department values and is committed to protecting your privacy. We handle your 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.

We may collect personal information that you choose to give us, which is a necessary function of running the MIES initiative. This includes information collected via online forms through SmartyGrants, phone and email correspondence. SmartyGrants may also collect your personal information for its own purposes. Please refer to SmartyGrants’ [terms of service and privacy policy](https://www.ourcommunity.com.au/privacy) for further information.

Under the PDP Act, the Department has a responsibility to protect your personal information. We take reasonable steps to make sure that your personal information is protected from misuse, loss, unauthorised access, modification or disclosure. Access to systems, applications and the information that we collect is limited to authorised staff members only.

For further information on how the Department will handle your personal information, please refer to our general [information privacy policy.](https://www.education.vic.gov.au/Pages/privacypolicy.aspx)

Please see the website for the [Office of the Victorian Information Commissioner](https://ovic.vic.gov.au/) for further details regarding the Information Privacy Principle.

### Collection Notice

We collect your personal information through SmartyGrants and email correspondence in order to register you as an applicant for this initiative, contact you if necessary, in relation to this initiative, and for reporting purposes. We will not disclose your personal information without your consent, except where required to do so by law. If you do not wish to provide your personal information you will be unable to submit an application for the MIES initiative. You may contact us to discuss your application, to request access to your personal information, or for other concerns about the privacy of your personal information.

The Department 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 scholarship recipient to successfully complete their course. This information may also be used by the Department in a de-identified and aggregated format to assist with reporting and evaluation of the MIES initiative. This academic information will not impact a person’s eligibility to continue to receive their scholarship as part of the initiative. Information may also be sought from applicants and scholarship recipients over this period to analyse the effectiveness of the program and to inform future workforce policies and initiatives.

### Updating Personal Details

To ensure that our records are current and to assist with the efficacy of the MIES initiative, the Department will regularly contact scholarship recipients to update their contact and employment details.

# 7. Application Timeline

Please refer to the table below for a timeline of the MIES initiative assessment process. Applications will close at **12pm (midday), Monday, 7 September 2020.**

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 9). You may be contacted after the closing date to provide clarification or additional information in support of your application.

The IEGU aims to process all applications and notify the outcome of your application within 21 business days of the initiative’s closing date (i.e. by **Monday, 28 September 2020**).

| Application Assessment Process | Time and/or date |
| --- | --- |
| Opening Date for Application | 9am, Monday 10 August 2020 |
| Closing Date for Application | 12pm, Monday 7 September 2020 |
| Application Assessment | Monday 7 September – Friday 25 September 2020 |
| Application Outcomes | Monday 28 September 2020 |

## How and when to apply for your courses

**We advise all applicants to wait until they have received a notification of the outcomes of the MIES initiative before applying and enrolling in their preferred courses.**

The IEGU has ensured that all successful recipients will have sufficient time to enrol in their approved university course after receiving the outcome of their scholarship application.

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

Applicants are notified of the outcome of the application round by

**28 September 2020**

Successful scholarship recipients **commence study** in Trimester 3, 2020 or Semester 1, 2021

MIES

application round closes

**7 September 2020**

MIES

application round opens

**10 August 2020**

Successful recipients **must** enrol in their approved university course as soon as they are notified by the IEGU.

Key university dates for enrolment, study and census dates are outlined on the following page.

These dates are a guide, because of COVID impacts, and continued revision of academic calendars, key dates for 2021 are not yet confirmed or \* may be subject to change.

| University | Enrolment opens | Enrolment closes | Course commences | Census date |
| --- | --- | --- | --- | --- |
| Australian Catholic University | \*From October  2020 | \*End February  2021 | 1 March  2021 | \*31 March  2021 |
| Deakin University | \*From Sept 2020 | \*End February  2021 | (TRI 1) March 2021 | \*31 March 2021 |
| Latrobe University | \*February  2021 | \*End February  2021 | \*March  2021 | 15 April  2021 |
| Macquarie University | \*From Sept  2020 | 5 February  2021 | 22 February  2021 | 18 March  2021 |
| Monash University | 1 August  2020 | 22 January  2021 | \*March  2021 | \*31 March  2021 |
| University of Melbourne | \*From Sept 2020 | \*End February  2021 | \*March  2021 | 25 March  2021 |
| University of Newcastle | \*From Aug 2020 | \*End February  2021 | \*March  2021 | 25 March  2021 |

## Successful applications

The IEGU will notify all successful applicants of the application outcome and the course which has been approved for a scholarship. The approved course can be either one of the two nominated during the application process. Successful applicants will receive an email through SmartyGrants that includes an induction information pack. This induction pack consists of:

* A letter from the Department with your scholarship information
* An information sheet that explains the steps you need to complete in order to accept your scholarship offer
* A Scholarship Agreement
* A Fringe Benefits Tax form and FAQ’s sheet

You must return these documents within two weeks of receiving this induction pack (by 12 October 2020). These documents can be returned to the IEGU via [email](mailto:inclusive.ed.grants@education.vic.gov.au).

## Unsuccessful applications

Following the conclusion of the assessment process, the IEGU will notify unsuccessful applicants of the outcome of their applications. If you are seeking feedback on your unsuccessful application, please contact the IEGU team.

# 8. Contact information

* For Masters of Inclusive Education Scholarships enquiries and application support, please contact the Inclusive Education Grants Unit:

Ph: (03) 9084 8496

Email: [inclusive.ed.grants@education.vic.gov.au](mailto:inclusive.ed.grants@education.vic.gov.au)

* For advice on how to manage the CRT recruitment process to your schools’ benefit, please contact **Schools Recruitment**:

Ph:1800 641 943

Email: [schools.recruitment@education.vic.gov.au](mailto:schools.recruitment@education.vic.gov.au)

* For assistance with managing leave requests and approvals, please contact **Employee Relations**:

Ph: 1800 641 943

Email: [employee.relations@education.vic.gov.au](mailto:employee.relations@education.vic.gov.au)

## University Contact Details

The universities are in the best position to answer specific questions relating to the MIES 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.ed.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?

You must be an Australian citizen or permanent resident to be eligible to receive a scholarship.

### Can I apply if I am on a fixed-term contract and/or work part-time?

Both ongoing and fixed-term contract teachers and teachers who work part-time can apply.

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

Please note that the eligibility of fixed term employees may change in future rounds.

### Can I apply if I live in a rural or regional area?

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 MIES initiative.

### Can I apply if I have already started the course?

You are not eligible to receive a scholarship 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. You can select whichever study mode best suits you. The IEGU and universities encourage you to consider part-time study, because this will best allow you to manage your work and personal commitments whilst also meeting your chosen course requirements. Please note that Round 5 recipients commencing study in Semester 1, 2021 must complete their course by December 2024.

### Can I study online?

Yes, most of the courses available through the MIES program have an online study option. Please note that 2 courses require attendance on site:

* Masters 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 you choose to complete a specialisation in vision impairment as part of your course, you will be required to complete a 5-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, as long as you are still employed by the Department and continue to meet the eligibility criteria outlined in these guidelines. Please note that Round 5 recipients commencing study in Semester 1, 2021 must complete their course by December 2024.

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

You are no longer eligible to receive your scholarship. You must notify the Department if you move out of the Government Teaching Service, and in doing so you will be withdrawn from the MIES initiative.

## Applying for a scholarship

### My Principal/Manager is not available. Can someone else complete the statement of support?

In the absence of your Principal or Manager, whoever is acting in the role at the time of your application should provide the Statement of Support.

### I am a Principal. Who endorses my statement of support?

A School Education Improvement Leader can provide endorsement.

### How will I know if my application has been received?

All applicants will receive a confirmation email when their application has been received. This will be sent to the primary email address given by the applicant during the application process. If you have submitted an application, but have not received confirmation, please email [Inclusive.Ed.Grants@education.vic.gov.au](mailto:Inclusive.Ed.Grants@education.vic.gov.au) to check if your application has been received.

## Scholarship details

### Will I incur a Higher Education Contribution Scheme (HECS) debit for my course?

No, the scholarship only applies to tuition fees for a full-fee paying place, not a Commonwealth-supported place that attracts HECS. Scholarship recipients will not incur a HECS debt for their course.

### Can I take study leave days when completing my approved course?

The Department does not organise leave for scholarship recipients and is not responsible for leave that a scholarship recipient takes.

Leave days should be discussed with your school’s Principal and Business Manager. Please advise them to follow [Department’s support](https://www.education.vic.gov.au/hrweb/employcond/Pages/default_leave.aspx) with respect to all types of leave.

Visit [Study Leave – Teaching Service](https://www.education.vic.gov.au/hrweb/employcond/Pages/studylveTS.aspx) for more information.

## Applying for a university course

### What happens if I receive an invoice from the university?

The Department 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 and have any concerns, please contact the IEGU.

### University of Melbourne’s Master of Learning Intervention: can I apply for Stream B rather than Stream A?

The MIES 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 MIES initiative’s main objectives is to increase the number of Victorian government schools with a qualified inclusive and special education teacher or regional support staff member. This is the main reason why the initiative only offers a scholarship for Stream A of this specific course.

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