



Disability Inclusion
Education for All

Master of Inclusive Education Program Application Guidelines

Round 9 – Course commencing Semester/Trimester 2, 2023





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1. Introduction

Inclusive education ensures students with disability and additional learning needs achieve their full potential, at school and in life. Research shows that strong inclusive education practices benefit all students, academically and socially, and can be transformative for many.

The Master of Inclusive Education Program (the program) aims to help deepen the knowledge and capacity of teachers to include, motivate and challenge diverse learners in Victorian government schools by recognising and focusing on strengths, not limitations.

The program is a significant investment in individuals, schools, and the State system. The objective of the program is to deepen the disciplinary knowledge and pedagogical practice of teachers, so they have the skills, expertise, and confidence to meet the needs of students with disability and additional learning needs.

The program covers tuition fees for eligible teachers to undertake one of several relevant master's courses endorsed by the Victorian Institute of Teaching. (See page 6 for a list of courses.)

These guidelines are for Round 9 of the program, starting in the second semester, or trimester, of 2023, depending on the university offering the course.

To be eligible for the program, you must be currently teaching in a Victorian government school and working directly with students with disability and additional learning needs. (See Eligibility on page 13 for more information.)

Eligible teachers from diverse backgrounds, or with diverse orientations and abilities, are encouraged to apply.

Important

Please note there are separate application guidelines for the Master of Applied Behaviour Analysis at Monash University, due to the course's specific content and considerations. Visit the program's [webpage](#).

Inclusive Education Scholarships Unit

The program is administered by the Inclusive Education Scholarships Unit (IESU) in the department of Education (the department).

The IESU manages the program and applications and supports recipients to manage and complete their course.

For enquiries or help with your application, phone the IESU on (03) 9084 8496 or email inclusive.ed.scholarships@education.vic.gov.au

Definitions

- 'Applicant' – a teacher who is applying for a place in the program
- 'Recipient' – a teacher whose application has been successful
- 'Placement' – a recipient's confirmed place within the program (not to be confused with a practical placement, known here instead as 'practicum').

Background

The Victorian government introduced the program in 2017 to support schools to enhance their inclusive education practices.

In 2020–21, [\\$1.6 billion of new Disability Inclusion](#) reforms were introduced, to ensure every student gets the support they need to learn and thrive.

Under these reforms, the Program for Students with Disabilities will progressively be replaced with a funding and support model that focuses on strengths and functional needs.

Funding for the program continues and will now support a total of approximately 860 master's course placements, with about 280 already completed.

In addition, the new Disability Inclusion reforms will increase schools' access to specialist expertise, coaching, professional development, and evidence-based guidance and resources, and create additional scholarships for teachers.

Meeting Victoria's needs

The program aligns with the essential elements of the [Framework for Improving Student Outcomes 2.0](#) (FISO 2.0) and the [Victorian Teaching and Learning Model](#) (VTLM). FISO 2.0 and VTLM work together to ensure that classroom practices contribute to a school's core vision and strategies, and vice versa. Victorian government teachers are supported to develop strong, contemporary, evidence-based inclusive practices to improve learning for all students, including those with disability and additional learning needs.

The program also contributes to meeting [Education State targets](#) by helping to build professional leadership, encourage excellence in teaching and learning, develop positive climates for learning and 'break the link' between disadvantage and student outcomes.

2. Courses

The following courses are available through the program. (Note that the Master of Applied Behaviour Analysis at Monash University is also available through the program, but has separate application guidelines: visit the program's [webpage](#).)

The program aims to deepen teachers' disciplinary knowledge and pedagogical practice, so they have the skills, expertise, and confidence to meet the needs of all students, through contemporary, evidence-based strategies and fidelity of practice.

Those who complete the program will be well-prepared to help champion, plan and implement inclusive practices and support students with diverse learning needs.

They will also be primed to drive cultural change and help embed the attitudes and values needed for high-impact, contemporary inclusive teaching.

Table 1: Courses available through the program

University	Course	Areas of specialisation	Delivery mode
NextSense / Macquarie University	Master of Disability Studies 8 Units Course code: C000169A	<ul style="list-style-type: none"> Deaf and Hard of Hearing Blindness/Low Vision Sensory Disability 	Online
University of Melbourne	Master of Learning Intervention Stream A 8 Units Course code: MC-LI	<ul style="list-style-type: none"> Disability Learning Difficulties Deaf Education 	Online or on campus
University of Newcastle	Master of Special and Inclusive Education 8 Units Course code: 40123	<ul style="list-style-type: none"> Deaf studies and deaf education Emotional disturbance / behaviour problems General special education 	Online
Deakin University	Master of Specialist Inclusive Education 12 Units Course code: E734D	No specialisation to note	Online, small no. of units can be taken on-campus
La Trobe University	Master of Education (Inclusion and Diversity) 120 credit points	No specialisation to note	Online or on campus

University	Course	Areas of specialisation	Delivery mode
Monash University	Master of Inclusive Education 48 credit points Course code: D6018	No specialisation to note	Online or on campus
Australian Catholic University	Master of Education (Inclusive Practice) 8 Units Course Code: MEDINP	No specialisation to note	Online or on campus

Table 2: Entry Requirements

University	Entry requirements
NextSense / Macquarie University	The admission criteria for the Master of Disability Studies is: <ul style="list-style-type: none"> • AQF level 7 bachelor's qualification in a related field or recognised equivalent plus minimum two years (full time equivalent) work experience relevant to chosen specialisation.
University of Melbourne	Entry requirements for the Master of Learning Intervention Stream A include: <ul style="list-style-type: none"> • A four-year education degree, or equivalent, or • A three-year undergraduate qualification and a fourth-year level education qualification, or • A three-year undergraduate qualification in an area related to education (such as social work, speech pathology, psychology or occupational therapy) and at least two years of documented, relevant work experience.
University of Newcastle	The Master of Special and Inclusive Education is an 80-unit postgraduate qualification, with admission available for applicants who have one of the following qualifications or equivalent in a relevant field: <ul style="list-style-type: none"> • Graduate Certificate or Graduate Diploma; or • Bachelor Honours Degree; or • Bachelor degree plus two years' demonstrable relevant work experience; or • Diploma or Advanced Diploma plus five years' demonstrable relevant work experience. <p>Relevant fields and applicable work experience includes education/teaching, psychology, disability studies, allied health or a related discipline.</p> <p>Work experience can be demonstrated through certified copies of all relevant qualifications, a detailed CV, and a statement of service or signed letters from employers confirming your role, duties and period of employment.</p>
Deakin University	Entry to E734: Bachelor or Master's degree in the field of Education that is a recognised initial teacher qualification for the purposes of registration as a primary or secondary teacher in Australia.

La Trobe University	<p>No minimum credit average.</p> <p>If you completed an initial teaching education (ITE) degree / diploma including studies at level 4 (AQF8) you can gain up to 120 credit points for the Master of Education which is equivalent to the first year of the course. Degrees include: a 4-year Bachelor of Education, a 4-year Bachelor of Teaching, a Graduate Diploma in Education, or a Master of Teaching.</p>
Monash University	<p>Entry level 3: An Australian bachelor degree (or equivalent) in initial teacher education with at least a credit (60%) average and a minimum of two years relevant professional experience</p> <p>Visit the Monash Inclusive Education web page for information about minimum entry requirements for domestic students.</p> <p>Please note: Monash University recognises equivalent relevant professional experience, graduate certificates, or diplomas. It is the applicant's responsibility to ensure they meet the course entry requirements prior to applying.</p>
Australian Catholic University	<p>To be eligible for admission to the course, an applicant must have completed the following prerequisites:</p> <ol style="list-style-type: none"> a. Bachelor's degree in education or Bachelor degree and a recognised teaching qualification; or b. Bachelor degree in an area other than Education

Study workload

All eligible master's courses are offered on a part-time basis. Study workload may range from 15 to 20 hours per week.

It is important to understand the expected weekly hours of study and how this can affect your other commitments. The department and participating universities encourage recipients to complete the **minimum units** of study required per semester/trimester.

This helps to ensure a balance between study, work and personal commitments. Those wishing to complete *more* than the minimum units of study in a semester or trimester should contact the IESU to discuss and confirm whether an extra study load is feasible.

As program recipients study part-time, they have four years to complete their course; however, their course can be completed in a shorter period. Successful Round 9 applicants are expected to complete their course by **30 June 2027**.

To find out more about your potential study workload and minimum units of study, please contact your preferred university. (Find contact information on page 23.)

Travel

There are no travel requirements for any of the courses, including those offered by NextSense/Macquarie University and the University of Newcastle, both in New South Wales.

Practicum

All courses include a requirement to complete a practicum placement. Please refer to **Appendix B** for university requirements.

Completion of the practicum component is **mandatory**, regardless of whether the recipient is currently working as a teacher or has experience working in specialist education settings. Practicum **must** be completed within **Victoria**, and with first preference at a Victorian government school.

The program will not cover financial costs associated with practicum (for example, accommodation, travel, etc).

Each course has different practicum arrangements. Recipients should ensure they understand these and can complete the practicum requirements within the designated timeframes.

3. Funding and support

Tuition fees

The department is funding 75 master's course places each year across eight courses from 2022 to 2025. (This includes places in the Master of Applied Behaviour Analysis at Monash University: visit the program's [webpage](#) for application guidelines specific to this course.)

For successful applicants, the program covers tuition fees associated with a full-fee domestic place in any of the courses listed above.

Recipients must apply for a (domestic) 'full-fee paying place'. Recipients are *ineligible* to apply for a Commonwealth supported place.

Principal/Manager support

Principals/managers (and/or school-based delegates) are engaged with a formal principal/manager support agreement. This outlines the department's expectation that principals/managers will support recipients to study and then use what they learn to maximise their impact at their school.

It is expected that participating principals/managers will:

- incorporate recipients' study plans in school Annual Implementation Plans (AIPs)
- give recipients opportunities to lead their peers in practice change
- provide support for practicum placement
- monitor recipients' progress through regular engagement and discussion
- ensure recipients have the resources and materials needed to support implementation of their learning in classrooms.

System-wide change

The program complements other Disability Inclusion reform initiatives, including the Diverse Learners Hub, Inclusion Outreach Coaching, Inclusive Education Professional Learning, and the Graduate Certificate in Education (Learning Difficulties) Program, all of which aim to facilitate widespread pedagogical and cultural change. As such, recipients and school leaders should be prepared to collaborate with peers, critically examine current practice, and adopt contemporary, evidence-based approaches to inclusive teaching and learning practice.

Benefits for schools

Teachers can use their learning from the program to:

- make a significant contribution in how their schools use contemporary evidence-based teaching practices to adapt the learning environment to support all students, including students with disability and additional learning needs
- support schools in assessing and identifying student needs, select interventions and teaching methodologies, and monitor and evaluate student progress using evidence-based practices.
- design, implement and evaluate pedagogical interventions to improve learning outcomes

- engage, collaborate with, and lead peers to design effective inclusive teaching and learning practices
- develop and apply strategic improvements at whole-school and system levels to support inclusive education targets and initiatives
- influence and champion inclusive education change through collaborative professional networks within and between schools.

In supporting program recipients, principals/managers will:

- help to develop teachers with the skills and experience to support students with disability or additional learning needs
- collaborate to strengthen whole-school inclusive education practices
- enhance their preparedness for Disability Inclusion reform and consolidate implementation of system initiatives.

Teacher replacement contribution

The program also helps schools to cover the cost of replacing recipients with casual relief teachers (CRT) during practicum placements.

Schools can apply for a contribution of up to \$10,000, depending on the funding stream, to cover the cost of replacing a teacher when they need to complete a practicum as part of their course.

The school must be the 'base school' of the teacher, and the funding amount will depend on the school's funding stream and the number of practicum days where a CRT has been required. (See the example below, as well as Appendix B: Practicum on page 29 for practicum requirements for each university.)

Example

The Master of Inclusive Education course at Monash University requires five days of practicum to be completed outside of the recipient's substantive school setting, whereby a CRT will be required.

The school must only invoice the five days for CRT, which amounts to approximately \$2,500, rather than invoicing the maximum contribution amount (up to \$10,000, depending on funding stream). For information about funding streams, please contact the IESU.

Use of Tier 2 funding

Schools that have transitioned to the Disability Inclusion funding and support model can use Tier 2 school-level funding to cover CRT and access the teacher replacement contribution through the program.

However, schools are advised to consider the needs of the student-with-disability population, and their strategic plans for supporting and strengthening whole-school inclusion, when considering the use of Tier 2 funding for this purpose.

Reimbursement

Depending on their funding stream, schools may use the Schools Targeted Funding Portal ([STFP](#)) to request reimbursement for CRT to cover practicum placement. Schools must submit evidence of

CRT for when the recipient carries out practicum requirements relating to their approved course. For more information about CRT reimbursement, please contact the IESU.

Inclusive Classrooms Professional Learning Program

The [Inclusive Classrooms Professional Learning Program](#) supports school staff to strengthen their capability to implement inclusive practice by providing a suite of high-quality professional learning courses.

The courses have been designed specifically for the Victorian education context and are comprised of self-paced online learning as well as two after-school virtual sessions supported by a facilitator. Participants learn a range of teaching strategies and adjustments that can be implemented at the whole-school, classroom and individual levels to support students with diverse learning needs.

Applicants and recipients of the Masters of Inclusive Education Program are encouraged to complete a relevant course from the Inclusive Classrooms suite. This is preferred, but not mandatory. To view and apply for courses, please go to the [Inclusive Classrooms Professional Learning catalogue](#).

Relevant courses include:

- [Supporting Student Behaviour](#)
- [Supporting Students with Autism](#)
- [Supporting Students with Hearing Loss](#)
- [Supporting Students with Vision Impairment](#)
- [Supporting Students with Learning Difficulties including Dyslexia](#)
- [Individual Education Planning Professional Learning](#)

4. Criteria

Eligibility

To be eligible to apply for Round 9 of the program, you must:

- be an Australian citizen or permanent resident
- be currently employed and actively working (whilst studying) as a teacher in a Victorian government school, working directly with students with disability and additional learning needs
- be a qualified practising teacher with full registration with the Victorian Institute of Teaching (VIT)
- continue your employment with the department for three years after completing your course
- start your approved course in Semester/Trimester 2, 2023
- be willing and able to complete your course within four years of enrolling
- not already have a master level qualification in inclusive and/or special education
- not be the recipient of a departmental bursary for your approved course
- understand and adhere to the financial obligations of the program (see Obligations on page 15).

Important

Teachers working in non-government schools are not eligible for the program, nor are CRTs or those with other categories of VIT registration (provisional registration, non-practising registration or permission to teach).

Applicants must also meet the criteria of the university. Contact your preferred university and review its course eligibility criteria before submitting your application: find contact information on page 22.

Exclusions

The program does not cover:

- course costs for teachers already enrolled in a course with study commencing before Semester/Trimester 2, 2023
- additional expenses associated with completing an approved course (for example, textbooks, stationery, travel expenses, practicum expenses, accommodation, and equipment)
- teacher replacement costs beyond \$7,000 and \$10,000 (depending on funding stream)
- any re-enrolment costs incurred in relation to failed units
- any costs incurred from withdrawing from a unit after the university census date (the last day you can withdraw from a subject without being financially liable)

- any unit costs associated with a recipient withdrawing from the course entirely, regardless of whether the recipient passed or failed completed units
- any course costs incurred after four years from the commencement of study.

Prioritised applications

A key objective of the program is that **every** Victorian government school will have a master’s-qualified inclusive education teacher on staff, to create and lead more inclusive school environments.

For this reason, teachers at schools that have not yet had a teacher receive a master’s placement in previous rounds are prioritised, according to the groups listed in Table 2.

Table 2: Priority groups

Priority 1	Teachers in mainstream and specialist schools in which no employee has received a master’s placement in previous rounds
Priority 2	Principal-class with a teaching load
Priority 3	Schools that have a recipient from the program will be considered for an additional placement if they have: <ul style="list-style-type: none"> • enrolment numbers greater than 1,000 • multiple campuses (one per campus) • teachers seeking to specialise in deaf and hard of hearing or vision impairment.

A selection panel reviews and assesses all applications against detailed assessment criteria.

Program places will also be made available for the following applicant group:

Teachers working in Supported Inclusion Schools (SIS): two places per school will be available for applicants based in SIS schools. These schools aim to exemplify inclusive teaching practices which aligns explicitly with the objectives of both the program and Disability Inclusion.

Applications from teachers at the same school

The program awards **one** master’s course per school per application round. This helps to ensure that each school can benefit from a master’s-qualified employee, and that the program has the broadest possible impact.

However, additional program placements in schools with multiple campuses or enrolments greater than 1,000 will be considered.

In addition, for teachers interested in specialising in Deaf and Hard of Hearing, Vision Impairment, Disability or Emotional Disturbance / Behaviour Problems are encouraged to apply in Round 9 in the following three courses:

- **NextSense - Macquarie University:** [Master of Disability Studies](#) – Deaf and hard of hearing; Blindness/low vision; Sensory disability
- **University of Melbourne:** [Master of Learning Intervention Stream A](#) – Deaf education, Disability

- **University of Newcastle:** [Master of Special and Inclusive Education](#) – Deaf studies and deaf education; Emotional Disturbance / Behaviour Problems.

If multiple applications are received from teachers at a single school, the IESU may contact the applicants' principal for additional information about their suitability. This information will be considered in addition to the information provided by the applicants and to the additional criteria listed in Table 2: Priority groups (above). In all cases, funding is awarded at the department's discretion.

Regional Support Employees

In addition to providing two Master of Applied Behaviour Analysis places per region at each application round to regional support employees (Visiting Teachers, Student Support Services, and Behaviour Coaches), the program will provide further places to Visiting Teachers interested in specialising in Deaf and Hard of Hearing or Vision Impairment.

The following three courses are available:

- **NextSense - Macquarie University:** [Master of Disability Studies](#) – Deaf and hard of hearing, Blindness/low vision; Sensory disability
- **University of Melbourne:** [Master of Learning Intervention Stream A](#) – Deaf education
- **University of Newcastle:** [Master of Special and Inclusive Education](#) – Deaf studies and deaf education.

Please discuss your interest in the above courses and specific specialisation with your manager to facilitate your nomination through the Inclusion Access Participation Managers.

Obligations

Recipients must sign a sponsorship agreement that sets out their financial and other obligations, including the timeframe for completion and employment obligations.

Deferral and leave of absence

Recipients cannot defer their first semester/trimester of study. They may request an intermission or leave of absence after they have successfully completed one unit of study in the first semester/trimester of the approved course.

A recipient wanting to take a break from study once this requirement is met can request an intermission for a **maximum of 12 months** (unless exceptional circumstances apply, such as illness, natural disaster, or other circumstances beyond their control).

However, applicants are encouraged to take no more than six months' intermission, as this will provide a 'buffer' should they fail any unit of study (and need to re-take that unit).

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 department seeks committed applicants who will complete their studies promptly.

Recipients must seek approval from the IESU for any leave of absence. If approved, they should then contact their university for specific guidelines regarding intermission or leave of absence.

Failed units

A recipient who fails or is otherwise required to repeat a unit or units of study will be responsible for the associated costs and fees. This includes, but is not limited to, the costs and fees for re-enrolment.

Enrolment

At the end of each semester, you will need to ensure you have enrolled for the next semester's subject/s. You should be aware that failure to enrol on time may result in the University withdrawing you from the course.

Withdrawal

A recipient who withdraws from a unit of study post-census date will be liable for costs associated with re-enrolment in the unit.

A recipient who withdraws from their course entirely **must** contact the IESU immediately and will be liable for the reimbursement of costs associated with units already engaged (whether passed or failed). The request to withdraw will be managed on a case-by-case basis.

Switching courses, or withdrawing due to a course not meeting your expectations, is not supported by the program. Financial impacts for withdrawing will apply. To ensure you choose the right course for you and your school, the IESU can facilitate discussions between recipients and universities.

Important

Withdrawing from a unit after the university census date means a 'fail' grade is recorded for that unit. In this event, the recipient must meet the expense of completing the course.

Recipients should pay close attention to university census dates each semester/trimester and ensure any unit withdrawals are processed before this date to avoid incurring failed units and personal expenses. Universities will arrange for students to re-enrol in failed units at their own cost.

Employment obligations

Recipients must reimburse course fees as per the agreement if they:

- leave the department voluntarily within three years after completion of study

OR

- while studying, voluntarily move into a role that does not directly support students with disability and additional learning needs.

Changing schools

If a recipient or graduate changes school, role, or has a change of principal or manager while completing their approved course or within the three years post-completion of study, it is the recipient or graduate's responsibility to contact the IESU to update their professional details and obtain a new Principal or Manager Agreement form that requires endorsement. The agreements will need to be endorsed by the new principal or manager.

For graduates of the program, the agreement reiterates the importance of utilising the skills and knowledge obtained to support system-wide inclusive education impact for three years post-completion of study.

Evaluation

Recipients are required to provide feedback to help the department monitor and evaluate the effectiveness, quality and impact of the program.

The department, university or a third-party evaluation team appointed by the department will request participation in evaluations or surveys. These requests will be timely and reasonable, and participation will not be onerous.

5. How to apply

Please apply to the IESU using the [online form](#) hosted by SmartyGrants. The application form will also be accessible via a link posted on the webpage (live from 9:00 am Monday 30 January 2023).

Note that the IESU coordinates all aspects of the program in conjunction with participating universities, from assisting applicants with the application process through to guiding recipients on managing and completing their course.

Application Round 9 opens at **9:00 am** on Monday **30 January 2023**.

Applications close at **11:59 pm** on Tuesday **28 March 2023**.

Application advice

Use the checklist below to make sure your application is complete. Each item is explained in further detail below.

Application checklist

Have you:

- Addressed all selection criteria in the application form?
- Provided well-considered responses to 'Selection Criteria' questions?
- Included a signed 'Endorsement Form' from your principal/manager?
- Submitted your application before 11:59 pm on Tuesday 28 March 2023?

Note that you cannot change or make additions to your application once it is submitted.

Incomplete or late applications will not be considered.

Selection Criteria

Applicants will be assessed against the following selection criteria:

1. Teacher efficacy to build capacity for implementing inclusive practices
2. Commitment to improve practice
3. Capability to influence and foster change
4. Alignment of program with school priorities.

'Selection Criteria' questions allow you to explain why you are applying for the program, and how you intend to use the knowledge and skills gained by completing your preferred course. Well-considered responses are key to a strong application.

You will be asked to explain why you are applying and:

- how you intend to use the knowledge and skills you gain within your school
- how you currently support inclusive practice, and how your course will improve, enhance, or extend this
- how you have made a change to teaching and learning at the cohort or whole school level
- how your preferred course aligns to your school's Strategic Plan, Annual Implementation Plan (AIP), and other goals

Endorsement Form

You must also submit a signed Endorsement Form from your principal/manager, available in the [online application form](#). In signing this, your principal/manager will confirm that they endorse your suitability and acknowledge the expectations for supporting you during your study, should you be successful.

If accepted to the program, the expectations outlined in the Endorsement Form will be formalised in a Principal or Manager Support Agreement (this can be viewed in the Endorsement Form).

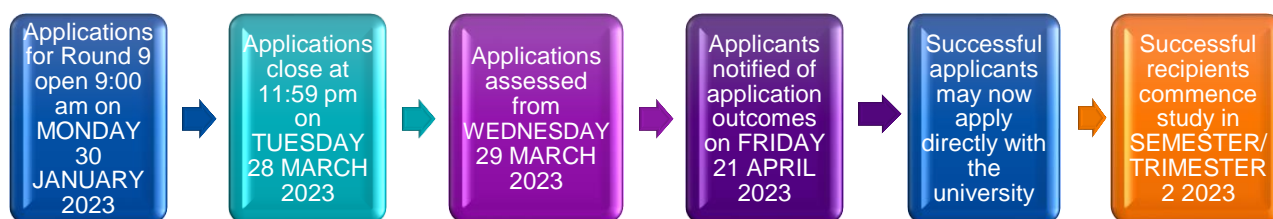
Assessment

The IESU will conduct an initial check to confirm your application meets the eligibility criteria. A selection panel will then assess your application against the selection criteria listed above.

You may be contacted after the closing date to clarify or add information. Members of the selection panel may also phone you or your principal/manager to discuss your application (**29 March - 6 April 2023**).

All applicants will receive a SmartyGrants notification of the outcome by **Friday, 21 April 2023**.

Figure 1: Application and assessment – key dates



Unsuccessful applications

The IESU will notify any unsuccessful applicants at the end of the assessment process. Those seeking feedback on an unsuccessful application are encouraged to [contact the IESU](#).

Academic credit

Academic credit acknowledges comparable study based on previous study or work experience. It is also known as Recognition of Prior Learning (RPL), 'credit for prior learning' or 'advanced standing'.

If a university grants academic credit, the recipient may be able to reduce the duration of their approved course. **This will not affect the duration of any practicum requirement for the approved course.**

Each participating university has its own academic credit or RPL policy. Credit is granted at the university's discretion. Applicants may be asked to provide further information about the studies they have completed to help with this assessment.

6. Finalising your placement

This section explains how to finalise your placement should your application be successful.

There are three key steps:

- Step 1: Read through your induction pack
- Step 2: Apply at your university
- Step 3: Return completed documents to the IESU

Your acceptance into the program is 'provisional' until all three steps have been completed.

Step One: Read through your induction pack

Successful applicants will be emailed an induction information pack via SmartyGrants that includes:

- a letter of provisional acceptance
- a sponsorship agreement
- a fringe benefits tax (FBT) form and policy overview, and FAQ sheet
- the principal/manager support agreement form
- a copy of these Round 9 Master of Inclusive Education Program guidelines.

Read through the induction pack carefully, noting which forms will need to be signed (by you and your principal/manager).

Step Two: Apply to enrol at university

1. Once you have received and read your induction pack, you will need to apply for your course through the relevant university. You will be required to provide original transcripts for application purposes.
2. Once your application has been approved by the relevant university, you will receive a formal Letter of Offer; at this point, please accept.
3. Submit this Letter of Offer to the IESU no later than Friday, 2 June 2023.
4. Enrol into the minimum number of units required for the course.

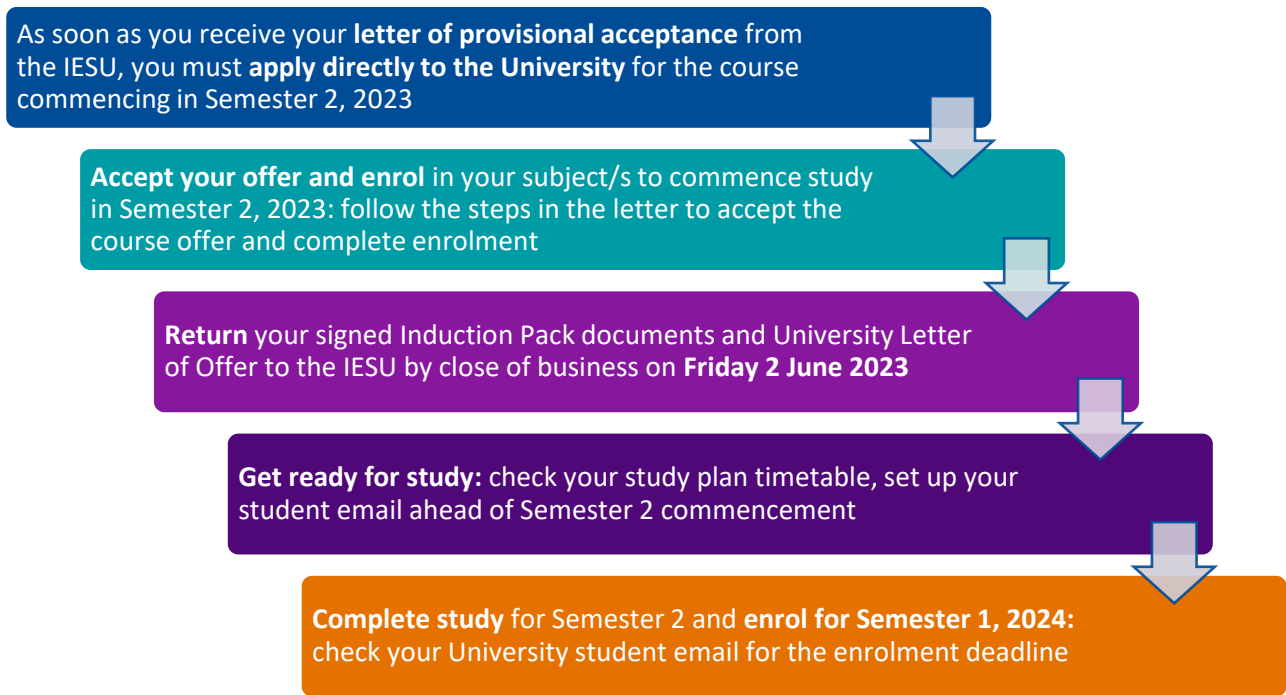
Step Three: Return completed documents to the IESU

The following documents must be returned to the IESU by no later than close of business, Friday, 2 June:

1. Letter of Offer from your university
2. Signed Recipient Sponsorship Agreement
3. Signed FBT form
4. Signed Principal/Manager Support Agreement

The IESU will confirm by email that it has received your documents and they will be stored on your SmartyGrants profile.

Figure 2: Summary of key actions for successful recipients



Key university dates

University	R9 Applicants to apply with university	Enrolment opens	Enrolment closes*	Course commences	Census date**
Australian Catholic University	Friday, 21 April 2023	You need to accept your letter of offer to enrol in subjects	7 August 2023	25 July 2023	31 August 2023
Deakin University			23 June 2023	10 July 2023	15 August 2023
La Trobe University			7 August 2023	31 July 2023	14 August 2023
NextSense/Macquarie University			6 August 2023	24 July 2023	18 August 2023
Monash University			17 July 2023	24 July 2023	31 August 2023
University of Melbourne			15 July 2023	24 July 2023	31 August 2023
University of Newcastle			30 July 2023	17 July 2023	11 August 2023

*Please ensure you enrol promptly, returning your Letter of Offer from your university to the IESU by close of business, Friday 2 June 2023

** The last date you can withdraw from a unit of study without incurring a fee.

*** It is imperative successful recipients regularly check university emails and do not miss enrolment dates, or you may be withdrawn by the program.

7. Contact information

Department of Education

For help with:	Contact
Applying to the program	Inclusive Education Scholarships Unit (IESU) Phone: (03) 9084 8496 Email: inclusive.ed.scholarships@education.vic.gov.au
Managing the CRT recruitment process	Schools Recruitment Phone: 1800 641 943 Email: schools.recruitment@education.vic.gov.au
CRT reimbursement requests via the STFP	STFP team Phone: 03 9637 2185 Email: schools.targeted.funding.governance@education.vic.gov.au
Managing leave requests and approvals	HR regional team Phone: 1800 641 943 (select option for region) or email: <ul style="list-style-type: none">• Schools HR – North Eastern Region (schools.hr.nev@education.vic.gov.au)• Schools HR – North Western Region (schools.hr.nwv@education.vic.gov.au)• Schools HR – South Eastern Region (schools.hr.sev@education.vic.gov.au)• Schools HR – South Western Region (schools.hr.swv@education.vic.gov.au)

Universities

University	Website/Email	Phone/Contact
Australian Catholic University	Information about the course, entry requirements and application process	Application: <ul style="list-style-type: none"> • How to apply • Phone: 1300 275 228 • SMS: 0427 522 268
	For general administrative queries	<ul style="list-style-type: none"> • Online enquiry: AskACU
	For academic queries	<ul style="list-style-type: none"> • Email: feapg@acu.edu.au
	For help with study skills and resources	<ul style="list-style-type: none"> • Master of Education ACU courses • Online enquiry: AskACU
Deakin University	Information about the course, entry requirements and application process	Application: <ul style="list-style-type: none"> • How to apply • Phone: 1800 693 888 • Email: myfuture@deakin.edu.au
	For general administrative queries	<ul style="list-style-type: none"> • Student Central
	For academic queries	Contact Genee Marks: <ul style="list-style-type: none"> • Email: g.marks@deakin.edu.au • Phone: 0439 671 336
	For help with study skills and resources	<ul style="list-style-type: none"> • Study Support
La Trobe University	Information about the course, entry requirements and application process	Application: <ul style="list-style-type: none"> • How to apply • Phone: 1300 135 045
	For general administrative queries	<ul style="list-style-type: none"> • La Trobe - Contact Us
	For academic queries	Contact Anne Southall: <ul style="list-style-type: none"> • Phone: (03) 5444 7907 • Email: a.southall@latrobe.edu.au
	For help with study skills and resources	<ul style="list-style-type: none"> • Master of Education Degrees and courses La Trobe University
NextSense/Macquarie University	Information about the course, entry requirements and application process	Application: <ul style="list-style-type: none"> • Master of Disability Studies

		<ul style="list-style-type: none"> • Register and apply <p>Once enrolled in units, many queries can be answered via:</p> <ul style="list-style-type: none"> • Live Chat, found in the bottom right corner of student support page during business hours. • Submit an online enquiry via AskMQ anytime • Tel: +61 (2) 9850 6410 during business hours
	For general administrative queries	<ul style="list-style-type: none"> • Live Chat, found in the bottom right corner of student support page during business hours. • Submit an online enquiry via AskMQ • Tel: +61 (2) 9850 6410
	For academic queries	<ul style="list-style-type: none"> • Email the Graduate Studies Coordinator, Tanya Kysa at student.enquiries@nextsense.org.au
	For help with study skills and resources	<ul style="list-style-type: none"> • https://students.mq.edu.au/support/study/writing
Monash University	Information about the course, entry requirements and application process	<p>Application:</p> <ul style="list-style-type: none"> • Master of Inclusive Education • 1800 MONASH 1800 666 274 • From outside Australia: +61 3 9902 6011 <p>Once enrolled, many queries can be answered via:</p> <ul style="list-style-type: none"> • Monash Connect • Current Students • Frequently Asked Questions
	For general administrative queries	<ul style="list-style-type: none"> • Monash Connect or Frequently Asked Questions: Contact us - Monash University
	For academic queries	<ul style="list-style-type: none"> • Email the course leader, Dr Pearl Subban: pearl.subban@monash.edu
	For help with study skills and resources	<ul style="list-style-type: none"> • Disability Support Services • Safety and Security • Learn HQ • Tutoring

University of Melbourne	Information about the course, entry requirements and application process	<p>Application:</p> <ul style="list-style-type: none"> • Master Learning Interventions: How to apply • Phone STOP 1 on 13 MELB (13 6352) <p>Once enrolled, many queries can be answered via:</p> <ul style="list-style-type: none"> • Student Portal: https://my.unimelb.edu.au/ • Ask FAQs: https://ask.unimelb.edu.au/ <p>STOP 1 phone 13 MELB (13 6352)</p>
	For general administrative queries	<ul style="list-style-type: none"> • STOP 1, Student Portal or Ask FAQs (details above)
	For academic queries	<ul style="list-style-type: none"> • Email the course coordinator, Dr Sharon Klieve, at: sharon.klieve@unimelb.edu.au
	For help with study skills and resources	<ul style="list-style-type: none"> • Email the Academic Skills Unit: academic-skills@unimelb.edu.au or visit the: Academic Skills site
University of Newcastle	Information about the course, entry requirements and application process	<p>Application:</p> <ul style="list-style-type: none"> • https://www.newcastle.edu.au/degrees/master-special-inclusive-education • Phone 1800 882 121 <p>Once enrolled, many queries can be answered via:</p> <ul style="list-style-type: none"> • Student Portal: MyHub: https://myhub.newcastle.edu.au • Ask UoN: https://askuon.newcastle.edu.au/
	For general administrative queries	<ul style="list-style-type: none"> • Student Portal: MyHub https://myhub.newcastle.edu.au • Ask UoN: https://askuon.newcastle.edu.au/
	For academic queries	<ul style="list-style-type: none"> • Email the Program Convenor, Dr Carl Leonard: carl.leonard@newcastle.edu.au
	For help with study skills and resources	<ul style="list-style-type: none"> • https://www.newcastle.edu.au/current-students/support/academic

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 for the program.

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

Yes, a teacher on a fixed-term contract and/or who works part-time can apply.

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

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

Yes, teachers in rural and regional areas are encouraged to apply. (Note, that all available courses are delivered online. Travel, accommodation, and equipment expenses are not covered by the program.)

Can I apply if I have already started my course?

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

Can I apply if I am currently on extended leave, such as long service leave or parental absence?

As you must be actively working in your role as a teacher when you apply, applications cannot be accepted from those on extended leave, such as long service leave or parental absence.

What happens if I cease employment with the Department of Education while still completing my master's course?

As per the sponsorship agreement, program recipients who voluntarily cease employment with the department while still completing their master's course will no longer be eligible for funding and will be withdrawn from the program. They must also reimburse the department for all costs associated with past units of study (whether passed or failed).

However, they may continue to study and complete their course at their own cost.

What happens if I cease employment with the department in the three years after my course completion date?

Recipients who voluntarily cease employment with the department in this timeframe must reimburse the department the full course fees, as per the sponsorship agreement.

Courses

Can I study online?

Yes, all courses on offer are delivered online, with practicum placements conducted onsite within a Victorian government school.

Please note that **Master of Disability Studies – NextSense/Macquarie University** has a compulsory online conference.

If you specialise in blindness/low vision as part of your course, you will be required to complete four days of compulsory online conference (one day per week for four weeks).

Do I have to study full-time?

No, part-time study is preferred, to allow you to effectively balance your study, work and personal commitments.

Please note: Round 9 recipients commencing study in Semester/Trimester 2, 2023 must complete their course by **30 June 2027**.

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

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

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

Applications for study leave, paid or unpaid, may be approved as required and in accordance with the department's [study leave policies](#). It is expected that a principal or manager will grant a recipient a reasonable number of paid study leave days to attend their examinations, plus one day of paid study leave (or part there-of) to attend their graduation ceremony.

What happens if I receive an invoice from the university?

The department and the universities have agreed that invoices for course fees will be sent to the IESU once the census date has passed.

If you receive an invoice from your university, please forward it to the [IESU](#).

Support

Will the University provide support and reasonable study adjustments if I register a disability or condition that may impact study?

Yes, all partnered universities of the program are committed to providing support and adjustments for students who register they have a disability or condition that may impact their study. Please contact the respective university for further information.

Australian Catholic University

Equity and Disability Unit | Disability Adviser

acu.edu.au/student_experience/support_services/disability_services

Deakin University

Disability Resource Centre | Disability Liaison Officer

deakin.edu.au/students/health-and-wellbeing/disability-support

La Trobe University

AccessAbility Hub

latrobe.edu.au/students/support/wellbeing/accessability-hub

Macquarie University

Accessibility Support | Disability Adviser

students.mq.edu.au/support/wellbeing/diversity-and-inclusion/accessibility-support

Monash University

Disability Support Services | Disability Adviser

monash.edu/disability/

The University of Melbourne

Student Equity and Disability Support | Disability Liaison Officer

<https://students.unimelb.edu.au/student-support/student-equity-and-disability-support>

The University of Newcastle

Disability Support Services | Disability Adviser

<https://www.newcastle.edu.au/current-students/support/personal/accessability>

Appendix B: Practicum

This is an overview of the practicum (practical placement) requirements of the university courses in the program. Please note, practicum must be completed within a Victorian government school. The program will not cover financial costs associated with practicum (for example, accommodation and travel).

Australian Catholic University – Master of Education (Inclusive Practice)

For the duration of the course, students are required to complete 30 days of practicum placement. Fifteen days can be completed at the teacher’s home school without CRT. The remaining 15 days should be completed at a different school, which caters for students with diverse learning needs. The practicum is to be completed in Semester 2.

EDFX605	EDFX605
<ul style="list-style-type: none">• 15 days of practicum• CRT not required• Completed in home school in Semester 2, weeks 1–3 (August)	<ul style="list-style-type: none">• 15 days of practicum• CRT required• Completed in alternative setting in Semester 2, weeks 4–9 (August – October)

Deakin University – Master of Specialist Inclusive Education

Practicum consists of three 15-day practicum units/blocks, detailed below.

EEI703	EEI704	EEI705*
<ul style="list-style-type: none">• 15 days• Completed in home school• CRT not required	<ul style="list-style-type: none">• 15 days• Completed in home school• CRT not required	<ul style="list-style-type: none">• 15 days• Alternative setting• CRT required

* EEI705 must be completed. RPL can be granted for EEI703 and EEI704 if experience is supported by course director.

Practicum units are to be undertaken sequentially, with EEI703 in Trimester 1, EEI704 in Trimester 2 and EEI705 in Trimester 1 of the following year. (Students are encouraged to apply for RPL for EEI703 if they are experienced, practicing Victorian teachers, who regularly develop Individual Education Plans as a documented part of their role.)

Undertaking practicum units in a different order is at the discretion of the course director.

For more information, see [Deakin University’s placement policies](#).

La Trobe University - Master of Education (Inclusion and Diversity)

Students are required to complete 30 days of practicum placement and can complete this in either semester 1 or 2. The placement subject EDU5SCL can be completed in the first or second year of the course. Credit can be awarded for up to 15 days for prior experience with diverse learning needs, provided evidence is supplied. A minimum of fifteen days must be completed in an alternative setting and will require CRT replacement.

EDU5SCL	
<Block 1>*	<Block 2>*
<ul style="list-style-type: none"> • 15 days • CRT required • Completed in an alternative setting 	<ul style="list-style-type: none"> • 15 days • CRT not required • Completed in home school

NextSense/Macquarie University – Master of Disability Studies

SPED8910
<ul style="list-style-type: none"> • 16 days (minimum) • CRT required • Completed in an alternative setting

* Alternative setting will require a supervisor with a master's qualification in teaching of the deaf, or blind and low vision.

Additional practicum requirements

- Practicum placement must take place in the semester in which the student is enrolled (Semester 1, from February to June, OR Semester 2, from August to November).
- Students must complete Auslan I (as part of passing SPED8935) before enrolling in the practicum unit.
- Students are not permitted to complete their practicum placements with their own team, school or service, for the purposes of equity for all students.
- Practicums must be in a different educational setting and be with a minimum of two different age groups and with two different supervising teachers.
- Students are fully supervised by the supervising teacher for the full period of their practicum days.
- A 'block of 16 days' which could be 2 practicums of 8 continuous days (Monday to Friday), or 2 practicums of the same two days over 8 consecutive weeks (for example, Monday and Tuesday for 8 weeks) etc.
- There can be no Prior Learning exemption related to current employment.

Monash University – Master of Inclusive Education

For the duration of the course, students are required to complete 20 days of practicum placement, of which 5 days must be completed outside of their current place of employment. The 5 days should be completed at a school which accommodates students with diverse learning needs.

EDF5700

- 20 days of practicum
- (CRT required for 5 days) external to the school of employment)
- Completed in Semester Two

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

The course includes 32 practicum days consisting of two blocks at 16 days each (15 placement days and one observation day, to take place before the practicum placement begins). Both practicum blocks require CRT.

For full-time students, both placements take place in their second semester. For part-time students, completing two subjects per semester, Learning Intervention 1 (Placement 1) EDUC90845 will take place in their third semester and Learning Intervention 2 (Placement 2) EDUC90846 will take place in their fourth/final semester.

Block 1 Learning Intervention 1 - EDUC90845	Block 2 Learning Intervention 2 - EDUC90846
<ul style="list-style-type: none"> • 16 days – CRT required • 15 placement days and one observation day, to take place before the practicum placement begins • Completed in third Semester 	<ul style="list-style-type: none"> • 16 days – CRT required • 15 placement days and one observation day, to take place before the practicum placement begins • Completed in fourth/final Semester

The second placement **may be completed in the student's substantive school. This is dependent on several factors, including the student's progress in placement 1, if there are appropriate intervention programs running in the school, and if the school has a teacher with special education qualifications who can supervise. A CRT will still be required, as the student must come out of their usual role and be under full supervision as a placement student.*

University of Newcastle – Master of Special and Inclusive Education

There are two course options for the Master of Special and Inclusive Education. Students complete:

- *EDUC6109 – Integrated Fieldwork Studies* for the 'General', 'Emotional Disturbance and Behavioural Disorders', or 'Early Childhood' Specialisations
- *EDUC6056 – Practicum for Teachers of Children Who are Deaf or Hard of Hearing* 'for the Deaf Studies and Deaf Education' Specialisation

Practicum requirements for both are described below.

'General', 'Emotional Disturbance and Behavioural Disorders', and 'Early Childhood' Specialisations

EDUC6109 (Integrated Fieldwork Studies)	
Block 1*	Block 2*
<ul style="list-style-type: none"> • 15 days • Mainstream setting • May be completed at current workplace (if currently working in a mainstream setting) • Students may source the location of their placement. If unable to find a suitable location, the university will source 	<ul style="list-style-type: none"> • 15 days • Specialist setting • May be completed at current workplace (if currently working in a specialist setting) • Students may source the location of their placement. If unable to find a suitable location, the university will source
<p><i>Additional Notes:</i></p> <ul style="list-style-type: none"> • Both blocks must be completed (CRT will be required for one block in an alternative setting) • Blocks 1 and 2 can be completed in either order • Students are encouraged to complete their home school placement first. 	

'Deaf Studies and Deaf Education' Specialisation

EDUC6056 (Practicum for Teachers of Children Who are Deaf or Hard of Hearing) *	
Block 1*	Block 2*
<ul style="list-style-type: none"> • 15 days – CRT required 	<ul style="list-style-type: none"> • 15 days – CRT required
<p><i>Additional requirements for EDUC6056</i></p> <ul style="list-style-type: none"> • Students must have completed EDUC6052, EDUC6053 and seven weeks of EDUC6054 and EDUC6055 before commencing their first practicum placement. • Students must also show evidence of completing Auslan I before the commencement of their first practicum placement and Auslan II before the completion of their second practicum placement. • Placements cannot be within the student's current workplace. • Students' home schools receive up to \$10,000 (depending on funding stream) CRT replacement costs to support the cost of the external (non-home school placement). • UoN recommends that placements occur in the final semester; however, it is not mandatory – this can be discussed with your placement supervisor. • Both blocks must be completed. 	

Appendix C: Privacy

The department values and is committed to protecting your privacy.

The department protects your personal information in accordance with the *Privacy and Data Protection Act 2014* (Vic) (PDP Act), the *Health Records Act 2001* (Vic) (the HR Act) and the *Public Records Act 1973* (Vic).

The IESU will need to collect personal information, which is a necessary function of running the program. This includes information collected via online forms through SmartyGrants, phone and email correspondence.

SmartyGrants is a hosted grants management application that allows the program to receive and manage applications. In order to effectively manage and monitor the provision of funding for the program, SmartyGrants will also collect your personal information. Please refer to SmartyGrants' [terms of service and privacy policy](#) for further information

For further information about the way the department collects and handles personal information, including access, correction, and complaints, go to:

[Privacy policy \(education.vic.gov.au\)](http://education.vic.gov.au/privacy-policy)

Collection notice

The department collects your personal information through SmartyGrants and email correspondence to register you as an applicant for the program, contact you, if necessary, in relation to the program, and for reporting purposes.

The department will not disclose personal information without consent, except where required to do so by law. Applicants who do not wish to provide their personal information will be ineligible for a master's course.

The applicant may contact the IESU to discuss their application, to request access to their personal information, or to discuss other concerns about the privacy of their personal information.

The department will collect the average academic outcomes for each student as they progress through their course. This information will be used to assess if further support from the educational institution is required for a recipient to successfully complete their course. The information may also be used by the department to produce publicly available reports that evaluate the program. However, all information will be de-identified and aggregated.

We may contact you to help us understand how the program has enhanced your teaching practice, including whether it has assisted you in improving student outcomes. This information will also help to inform future workforce policies and programs. Your information will also be used to administer the program, including to discuss financial arrangements.

As you gain new insights and skills by completing this qualification, you may be approached by the university, or the department to participate in communities of practice. However, participation is optional. You may be contacted to participate in an interview, but this is optional. You may also be approached to participate in a video interview, which would be published online. Again, participation is optional.

The information will be stored in SmartyGrants on Amazon Web Services in Australia.

Updating professional and personal details

You have the right to seek access to, or correction of your own personal information. You can request access and correction of your information by contacting the IESU on (03) 9084 8496 or inclusive.ed.scholarships@education.vic.gov.au

To ensure that our records are current and assist with the efficacy of the program, the department will also regularly contact sponsorship recipients to update their contact and employment details.

Please note: Recipients and graduates are required to inform the department of any changes relating to their employment details (location and role information). If a recipient/graduate does not inform the IESU of their new school details, this can impact future applicants as the program is not reporting on up-to-date data.