



**Southern Cross
University**

MASTER OF EDUCATION

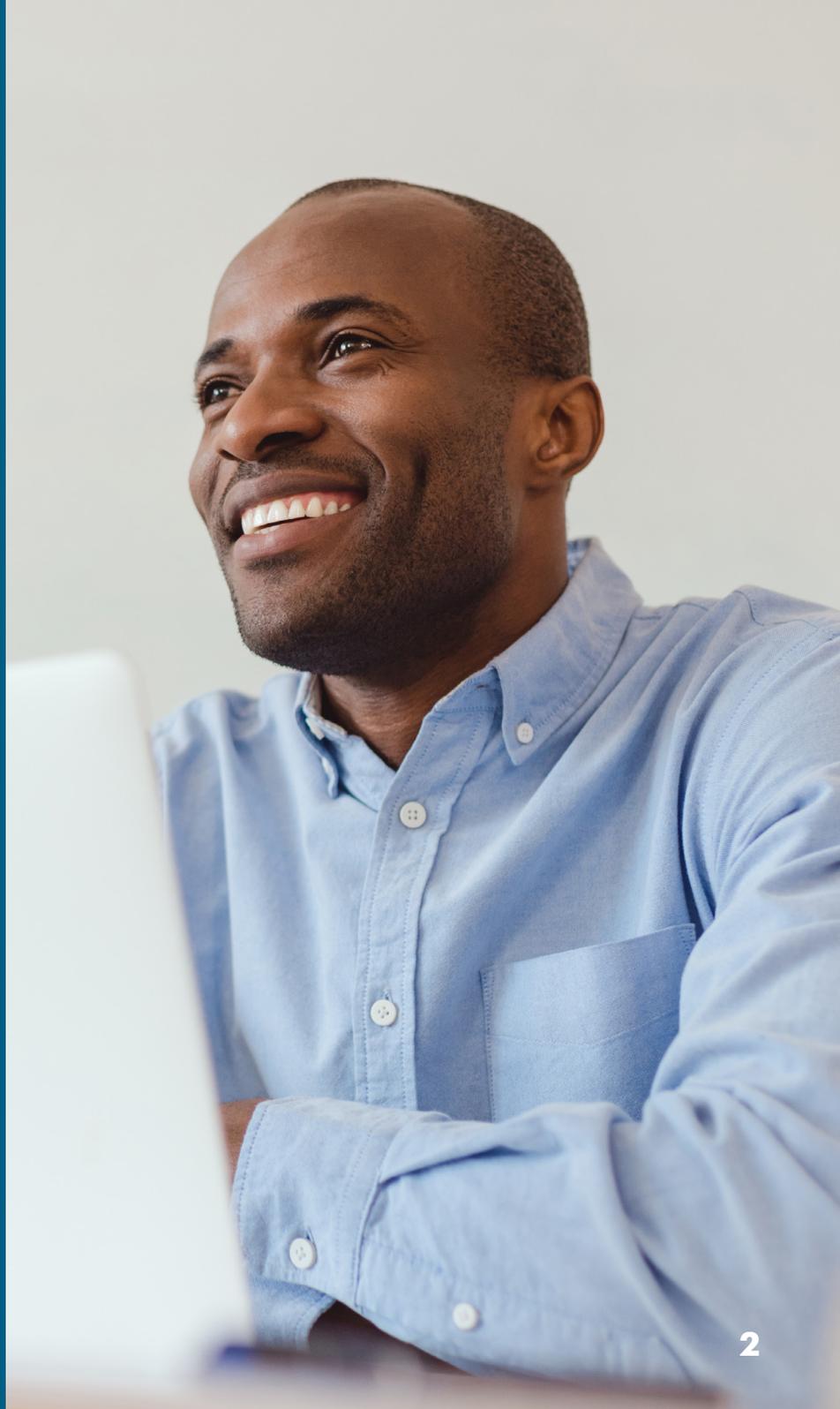
This brochure also includes information about the:

- › **Graduate Certificate in Education**
- › **Graduate Certificate in Educational Wellbeing**
- › **Graduate Certificate in Educational Inclusion and Diversity**



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ABOUT SOUTHERN CROSS UNIVERSITY ONLINE

**At Southern Cross University
we put our students first.
Whether studying on campus,
online, or both, we deliver
contemporary, high-quality
learning experiences.**

Our aim is to produce graduates who are career-ready. Since transforming from a teachers' college in the 1970s, to a university in 1994, we have had more than 55,000 students successfully graduate. Our students come from a diversity of backgrounds, and we have a strong focus on industry and community collaboration.



Australian
Qualifications
Framework



**Ready to take the next
step in your career?
It's your time.**

Studying online with Southern Cross University

We are pioneers of online education in Australia and have more than 20 years of accredited experience in the field. At any one time, we have more than 5,000 people studying online with us.

Study on your own terms

We know how hard it can be to put yourself first. Between work, family, friends and life, it can be hard to achieve your postgraduate study goals, especially if your responsibilities mean you cannot attend class in-person.

Learning designed for online

When you study online with us, there are no campus-based obligations. Courses are designed in consultation with industry experts and specifically made for online learning. Studying online with us means that you'll connect with, and be supported by, like-minded individuals with similar academic and professional goals.

SOUTHERN CROSS UNIVERSITY ONLINE AT A GLANCE



1,000+

students are studying with SCU Online each study period



students from
30+
Countries



2,000+

graduates from SCU Online courses since 2015



[View 2024 Academic Calendar](#)

WHY STUDY A MASTER OF EDUCATION WITH SCU ONLINE?



DURATION

16 months part-time*



STUDY MODE

100% online



INTAKES

Jan, Mar, May, July, Aug, Oct



UNITS

8



FEES

\$2,699 per unit, FEE-HELP available

The School of Education at Southern Cross University has a proud tradition of contributing to the teaching profession, stretching back over 50 years. We are thrilled to continue this contribution today, offering quality professional development opportunities for practising teachers committed to lifelong learning.



Apply what you learn in practice

What you learn in our 100% online Master of Education is relevant to your pedagogical practice from day one. The skills and knowledge you gain will help you to affect positive change for children and young people in an education setting.



Get qualified sooner

Each unit is seven weeks long, and you can study as many as six units in a year. Studying online means your learning is accelerated, and you can graduate sooner than you would, studying in the traditional part-time semester or trimester structure. With six intakes throughout the year, you don't have to wait long to get started.



Specialise or study a general M.Ed

Choose from one of three specialisations or a general Master of Education:

- Educational Leadership Specialisation
- Educational Wellbeing Specialisation
- Educational Inclusion and Diversity Specialisation

*completion time dependent on individual study path and course availability. Please speak to a Student Advisor for more information.

COURSE STRUCTURE

What you'll study

The Southern Cross University Online Master of Education requires you to complete **eight units** in total (depending on recognition of previous education and professional experience). With **six study periods a year**, you could complete those **eight units in as little as 16 months**.

There are **four core units**, which all students study. You can choose to specialise by completing four units from one of the three specialisations or pick four units in total from all specialisations for a general M.Ed degree.

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These postgraduate offerings are not only valuable in supporting a teachers' development, they can be directly linked to career progression.

Dr Lana McCarthy,
Co-chief Investigator, Southern Cross University



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COURSE STRUCTURE

Complete four core units

There are four core units, which all students must study.

Study a general Master of Education or specialise your degree in Educational Leadership, Educational Wellbeing or Educational Inclusion and Diversity

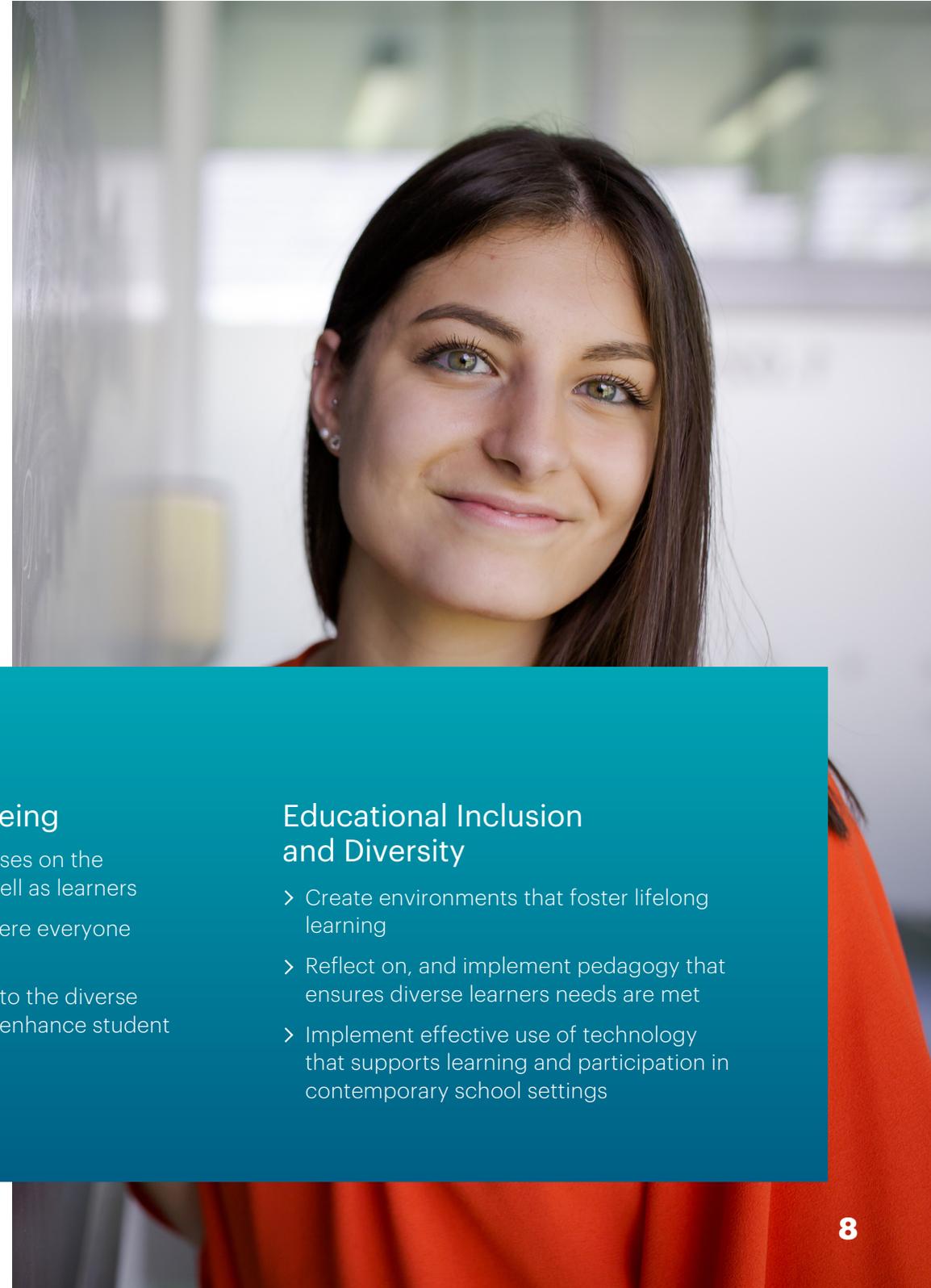


WHAT YOU'LL LEARN

The core units develop your understanding of the various models of education leadership styles, in turn strengthening your leadership style.

You will evaluate the latest in education research and be able to apply your enhanced skills to everything from grant proposals to stakeholder recommendations and evaluations.

You will explore the broad canvas of social and political contexts in which educational leaders operate in, as well as looking at concepts and the latest research. With the electives for the general Master of Education, you can choose four units that align with your professional interests and study goals.



Specialisations:

Educational Leadership

- > Prepares you to make business-like decisions in an education context
- > Equips you with the skills to lead teaching professionals
- > Learn invaluable financial and entrepreneurial skills

Educational Wellbeing

- > Unique approach; focuses on the needs of teachers as well as learners
- > Build environments where everyone can thrive
- > Learn skills to respond to the diverse needs of students and enhance student wellbeing

Educational Inclusion and Diversity

- > Create environments that foster lifelong learning
- > Reflect on, and implement pedagogy that ensures diverse learners needs are met
- > Implement effective use of technology that supports learning and participation in contemporary school settings

EDUCATIONAL LEADERSHIP

Gain the vital skills needed for effective educational administration.

Learning outcomes at a glance:



Strengthen decision making capabilities

Be prepared to make business-like decisions in an educational context.



Lead with confidence

Skills and knowledge in leadership that is relevant in today's contemporary education landscape.



Diversify your business skillset

Gain invaluable financial and entrepreneurial skills.

What you'll study

To gain your Master of Education (Educational Leadership) you will study the following units:

Core units

- Contemporary Educational Contexts
- Contemporary Educational Leadership
- Educational Investigation
- Leading Professional Learning

Specialisation units (complete all 3)

- Accounting for Managers or Project Management Principles
- Human Resource Management
- Evaluation for Improved Teaching and Learning

And choose one of the following:

- The Positive Leader
- Organisational Behaviour



//

The impact of the Master of Education on my career has been enormous. I have gained a greater understanding of Educational Leadership and the theories behind it, which has enabled me to become a better leader in my current educational institution. It has also opened up other leadership opportunities.

//

Danielle Harris,
Educational Leadership Graduate.



EDUCATIONAL WELLBEING

Champion the wellbeing of students and staff with a Master of Education **specialising in Educational Wellbeing**. Units focus on valuing diversity, overcoming inequities, as well as the practical application of evidence-based theory to enhance wellbeing and learning.

Learning outcomes at a glance:



Unique take on wellbeing

Gain knowledge of different ways to support the needs of not only learners, but teachers too.



Build environments where everyone can thrive

Build truly supportive learning environments for all, linking evidence-based best practice to actions that support students and staff.



Enhance wellbeing

Gain the skills to respond to the diverse needs of students, fostering wellbeing and improving learning outcomes.

What you'll study

To gain your Master of Education (Educational Wellbeing) you will study the following units:

Core units

- Contemporary Educational Contexts
- Contemporary Educational Leadership
- Educational Investigation
- Leading Professional Learning

Specialisation units

- Educational Leadership and Wellbeing
- Supporting Students in Difficult Times
- Enhancing Student Wellbeing
- Valuing Diversity





Given I am undertaking the Wellbeing specialisation, I have found multiple links to my current role (currently acting in a regional role), along with my substantive position of principal at a Queensland state school. Having knowledge of ways to support students and staff is critical, along with links to evidence-based best practices.

Connecting elements of wellbeing, diverse learners and leadership experiences to schools is important – and gaining additional skills in how to improve student outcomes has also been very relevant.

Aleksandr Taylor-Gough,
Principal & Master of Education Graduate.



EDUCATIONAL INCLUSION AND DIVERSITY

You'll gain the knowledge to maximise student wellbeing by elevating theory to practice, working actively to remove barriers to effective, meaningful learning in educational settings to provide genuine opportunities for all students to learn. Learning outcomes at a glance include:



Sustainable professional practice

Create environments that foster lifelong learning, ensuring diverse, inclusive learning.



Learning for all

Reflect on, and implement pedagogy that ensures diverse learners needs are met, enhancing student wellbeing and increasing positive learning outcomes.



Collaborative technology

Implement effective use of technology that supports learning and participation in contemporary school settings.

What you'll study

To gain your Master of Education (Educational Inclusion and Diversity) you will study the following units:

Core units

- Contemporary Educational Contexts
- Contemporary Educational Leadership
- Educational Investigation
- Leading Professional Learning

Specialisation units

- Supporting Students in Difficult Times
- Inclusive Education, Theory Policy and Practice
- Technology and Collaboration to Support Learning and Participation
- Valuing Diversity



“

I really enjoyed the unit focusing on positive leadership styles and have actually used some of that knowledge to teach my students about different leadership styles in the workplace.

”

Bethany McQueen,
Online M.Ed (Educational Leadership) graduate.



FLEXIBLE ENTRY AND EXIT OPTIONS

We know life can get busy, and plans can change which is why we have flexible entry and exit options built into our courses. Upon graduation from your Graduate Certificate, you'll be able to articulate to a Master of Education where Advanced Standing for completed units is recognised. Conversely, should you wish to exit your Master's earlier than planned, you may be eligible to gain a Graduate Certificate.

Graduate Certificate

4 Units

Or continue studying

Masters Degree

+ 4 Units



Or specialise your qualification

Graduate Certificate in Education (General)

Duration: From 8 months part-time
Units: 4
Fees: \$2,699 per unit

To gain a general Graduate Certificate in Education, you will need to complete the four units below:

- Contemporary Educational Contexts
- Contemporary Educational Leadership
- Educational Investigation
- Leading Professional Learning

Graduate Certificate in Educational Wellbeing

Duration: From 8 months part-time
Units: 4
Fees: \$2,699 per unit

To gain your Graduate Certificate in Education, specialising in Educational Wellbeing, you will need to complete the four units below:

- Valuing Diversity
- Supporting Students in Difficult Times
- Educational Leadership and Wellbeing
- Enhancing Student Wellbeing

Graduate Certificate in Educational Inclusion and Diversity

Duration: From 8 months part-time
Units: 4
Fees: \$2,699 per unit

To gain your Graduate Certificate in Education, specialising in Inclusion and Diversity, you will need to complete the four units below:

- Valuing Diversity
- Enhancing Student Wellbeing
- Inclusive Education, Theory Policy and Practice
- Technology and Collaboration to Support Learning and Participation

MEET THE COURSE COORDINATOR

David Lynch

David Lynch is a world renowned researcher and innovator in the areas of teacher education, whole of school teaching improvement and school leadership.

Early research endeavours focused on investigations into the rationale, content and delivery mechanisms for initial teacher education where new programs were developed and which form the basis on modern day teacher education programming. His work moved into 'in-service teacher education' and since 2012 whole of school teaching improvement. Current research is focused on understanding the life cycle of whole of school teaching improvement programs and the key role played by the school leader.

The central research interest is investigating what school leaders do to 'ready' their staff for such agendas and correspondingly what constitutes the development and implementation of effective and practical models that aid leaders in implementation. With this focus in mind, his research strategy has been to work with a school/ schooling system, and through collaboration seek to test propositions that are of interest and concern to the school and fitting for education system improvement.

The context of such is an evolving and growing set of funded research projects. These research projects (\$4m, 22 books and 100+ papers) have focused on education in RRR areas of Australia, Mathematics Education; School Leadership, leadership readiness, Whole of School Teaching Improvement and Blended Learning. Research projects have occurred in education systems including within Australia, Norway, Japan and the UK.

In early career David was a State School principal in Queensland starting off in a one teacher school in remote Queensland before progressing to a large complex primary school on the Sunshine Coast.



THE SCU ONLINE LEARNING ENVIRONMENT

Our flexible, accelerated course gives you 24-hour access to your coursework so you can fit your studies around your busy schedule.

Our learning platform, PERCI, has been specifically designed to offer the best online experience for busy students, who may also be working full-time. When you study online with us, content is delivered to suit a variety of learning styles and enhance outcomes.

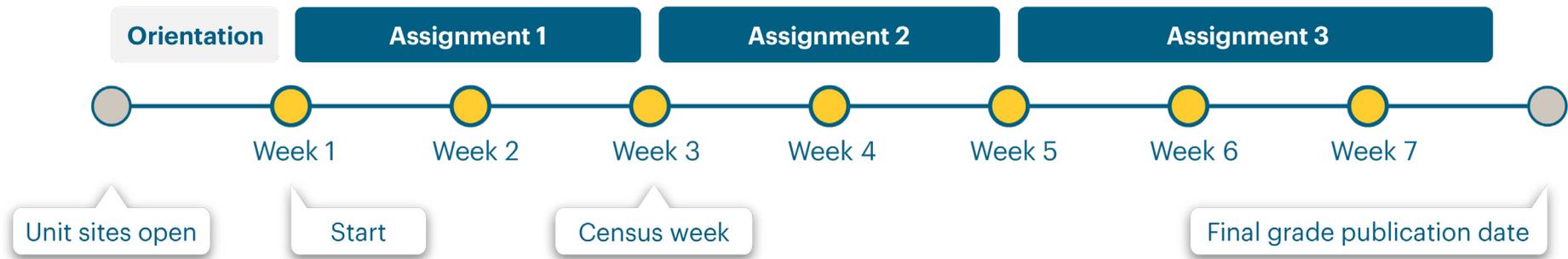
You can keep track of everything you need for each topic, all in one place.

- Track your progress through course material with the progress tracker.
- Click continue or resume and be taken back to where you were during your last study session.
- Use the live chat to talk with peers in real-time.

The screenshot shows the SCU Online dashboard. At the top, there is a navigation bar with 'Home', 'Notifications', and 'Chat' icons. The main content area features the Southern Cross University logo and a 'WELCOME' message. Below this, a 'WIDGETS' section contains four cards: a progress tracker showing '20% complete', a 'TIPS' card, a 'YOU ARE PART OF' card for 'Group 1', and a 'WEEK 1' card. A 'CONTINUE' card is also visible, indicating the user can resume reading of Week 5, Page 4.

The screenshot shows a course page titled 'EDUCATIONAL SUPPORT IN DIFFICULT TIMES' with the subtitle 'Recognising Why and When Students Need Socio-Emotional Support'. The page includes 'Learning Objectives' with three numbered points: 1. Identify and describe different kinds of emotional distress that students might experience. 2. Identify two different perspectives on socio-emotional problems. 3. Explain key issues that might cause emotional distress for students. Below this is an 'Introduction to Week 1' section with text about identifying and understanding social-emotional problems. At the bottom, there is a 'Reflection' activity box with instructions to reflect on students with emotional concerns and share responses on a discussion board. A '0 comments' button is visible at the bottom of the reflection box.

A TYPICAL STUDY PERIOD AT SCU ONLINE



We're here to answer your questions about online study and to help you find the right course.

We're ready when you are - your time starts now.
Speak to an Enrolment Advisor to find out more.

[SCHEDULE A CALL](#)

YOUR STUDENT SUCCESS ADVISOR

Chris Nguyen – Student Success Advisor



How does a Student Success Advisor connect with students?

We aim to build strong relationships with our students. We check in with them at several points throughout their studies, starting with the first welcome call right up to their graduation. By sending them timely text messages, emails or phone calls, we make sure that they have the support that they need throughout their study journey – all to ensure that they achieve their goals.

We take our role as their cheerleader, supporter and go-to person for all non-academic queries seriously (and we know who to point them to for their academic queries). We're always accessible whenever they need help. And getting to us is as simple as booking a phone call appointment at your preferred time, or giving us a call or sending us an email using the contact details in our email signature.

How do you help make each student journey a success?

Online study is a new experience for many, so we want to make sure we're there with and for students from the beginning, to assure them that they have a dedicated advisor who can assist them through ever-changing life responsibilities.

Our assistance ranges from equipping them with study resources and on how and when to complete their enrolment, to navigating the SCU Online learning environment and accessing the university's support services – we want to assist students into a place where they can study with confidence. By reminding them of their key dates, upcoming deadlines and unit availabilities, we ensure they are on track in their study journey, and that their personalised degree path is the quickest path to graduation.

Why do you think your role is important?

We are closing the gap on remote education. We are not just here to send students off with important dates and only see them on the other side. We are involved in their study journey, providing them with tailored guidance and direction and supporting them through their challenges. Watching them achieve great things is really rewarding.

HOW TO FIT STUDY INTO YOUR LIFE

For students in postgraduate Master's courses, we recommend that students commit to 20 hours of study per week. Below, we have some tips on how to do that effectively.



Set goals and use lists to track productivity

Make a list of study goals and tick them off when you complete them. Not only will it motivate you and give you a sense of achievement, it will help you feel in control and reduce study stress.



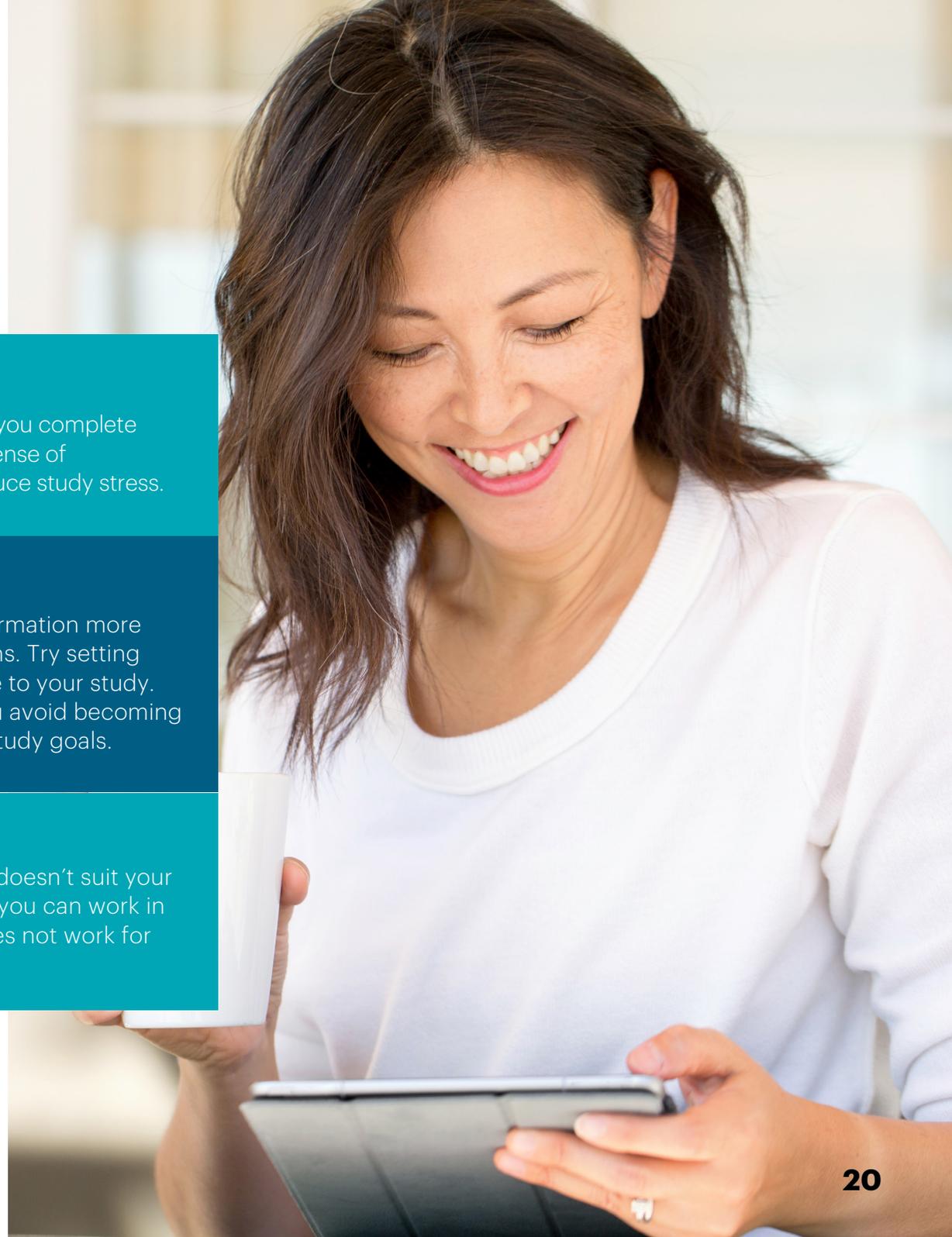
Make use of your downtime

Short study sessions help your brain process information more effectively than lots of information in long sessions. Try setting aside 30 minutes before or after work to dedicate to your study. Chipping away at your studies regularly helps you avoid becoming overwhelmed and work towards achieving your study goals.



Know your distractions and limit them

If you know that a particular time of day or place doesn't suit your study habits, avoid it. Schedule your time so that you can work in your ideal setting. Be aware of what does and does not work for you, and ensure you stick to it.



MEET A STUDENT

Matthew Scott

Teacher at St. Joseph's College,
Echuca and Southern Cross University Online
Master of Education (Wellbeing Specialisation) graduate

What made you decide to study your Master of Education?

In 2017, after two years of full-time teaching, I decided that it was time to further my skills and qualifications. After looking at courses online and speaking with colleagues, I came across the Master of Education being offered by Southern Cross University Online.

Why did you decide to study with Southern Cross University Online?

Living and working in Echuca, on the border of Victoria and New South Wales, we are a mile from anywhere. However, with the Masters degree being completely online, I can virtually study from anywhere and in my own time. I even completed an assignment from Cambodia in my school holidays, while I was overseas undertaking volunteer teaching work.

What are some standout features of the course that have helped you learn and advance your knowledge?

We receive regular feedback and advice from both the course facilitators and our Student Success Advisors. The online assignments are never too hard, and help is easy to come by.

Recently Southern Cross University Online implemented a new online learning platform, PERCI, and this has been a great improvement in making the online learning material engaging for us to learn.

Throughout this course, I am finding that a lot of what I am studying relates perfectly to my everyday work in my school.





A DAY IN THE LIFE

Aleasa Brink
Primary School Principal

"I am a wife and mother of one toddler, living in Melbourne, Victoria. I am the Principal of a regional primary school and am currently studying an online Master of Education at Southern Cross University. This degree provides me with great synergy between my work and family life, and complements what I am doing professionally at school."

Student supplied information shows what a **day** in life may look like. We recommend that students commit to 20 hours of study **per week** for each unit. This can vary depending on learning style, weekly workload and study habits.

During the week...

6:30am

Wake up, check Blackboard using the app on my phone while I stay snuggled in bed! Respond to messages, check my emails and develop a mental priority list for the day.

8:30am - 3:15pm

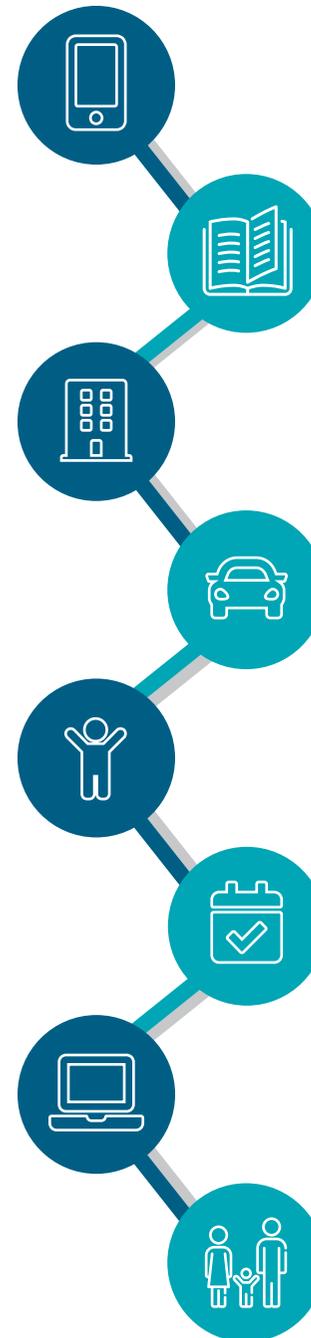
Work time!

4:45pm

Collect my son from daycare

7:30pm - 10:00pm

I use this time to work on assignments. Depending on the complexity, I will sit in the lounge room or I may sit in a quieter place to concentrate. I will also spend some time with my husband chatting, watching TV and relaxing.



8:00-8:30am

Half an hour of study time. Depending on the time within the unit it may be extra readings, completing my weekly content or working on an assignment.

3:15-4:30pm

After school meetings and/or driving home.

10:30pm

Before I go to bed, I check in with the discussion boards and make a rough plan of things I want to achieve the following day.

During the weekend...

Saturday and Sunday

When the weekend comes around, I spend time with my family and dedicate time to study.



A DAY IN THE LIFE

Aly Hill
Middle School Teacher, Foundation
Christian College, Western Australia

“I am really enjoying studying my Master of Education at Southern Cross University Online and having like-minded teachers with whom to share ideas and strategies. The weekly content is relevant and engaging, and easily applicable to my everyday teaching practices. This degree will give me the tools to refine and improve my teaching craft and give me the knowledge required to accept a leadership position in the future.”

Student supplied information shows what a **day** in life may look like. We recommend that students commit to 20 hours of study **per week** for each unit. This can vary depending on learning style, weekly workload and study habits.

During the week...

8:00am

Arrive at school, respond to emails, prepare resources for the day.

3:05pm

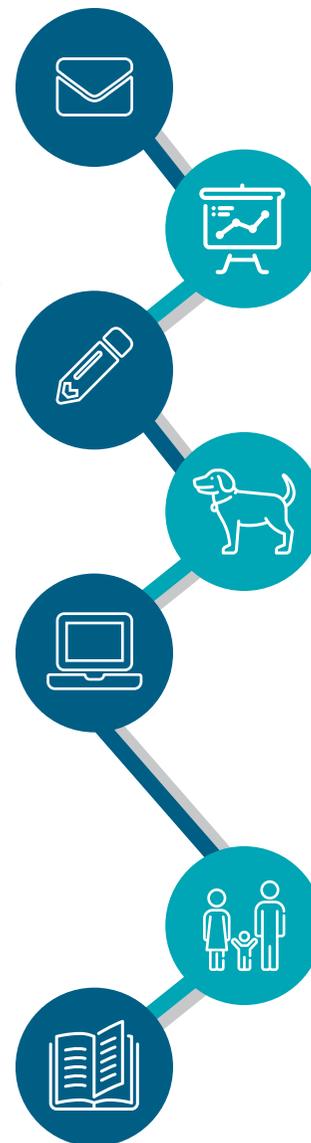
Tidy the classroom. Mark and/or moderate assessments from STEM classes and reflect on the day's lessons with colleagues.

7:00pm

Start online studies for a minimum of 2.5 hours. Some nights, I may only do my weekly readings. Other nights, I might work through the weekly content and write a paragraph for an assignment.

Sunday

Church, household chores and food shopping. I'll also spend some time planning for the following week and devote some time to study. In the evening, it's time for family dinner and a movie with my husband.



8:50am - 3:00pm

School time, where I teach my lessons.

5:15pm

Arrive home, walk puppies, prepare dinner and spend quality time with my husband.

During the weekend...

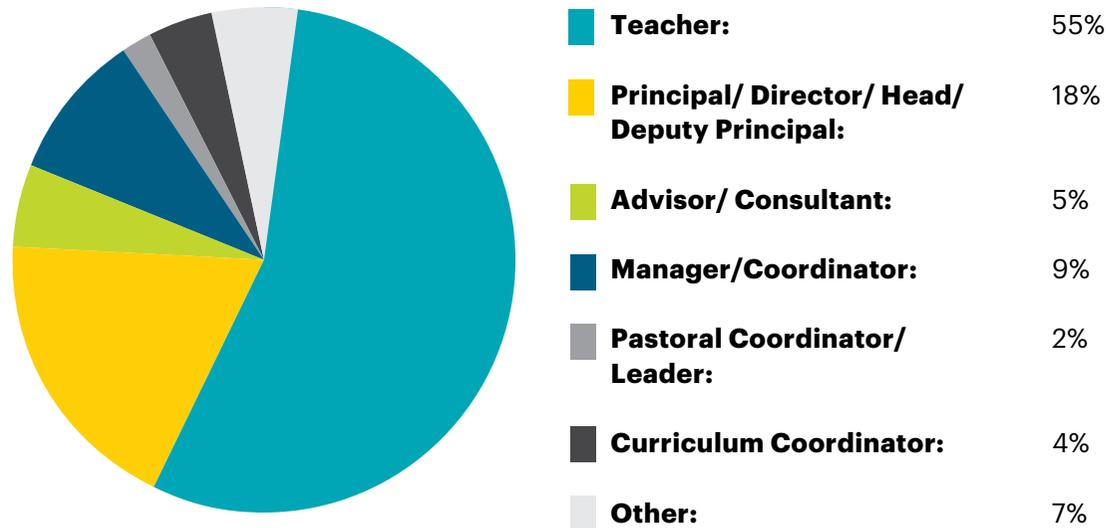
Saturday

I'll continue to work through weekly content or assignment, (approximately 5 hours) with frequent breaks.

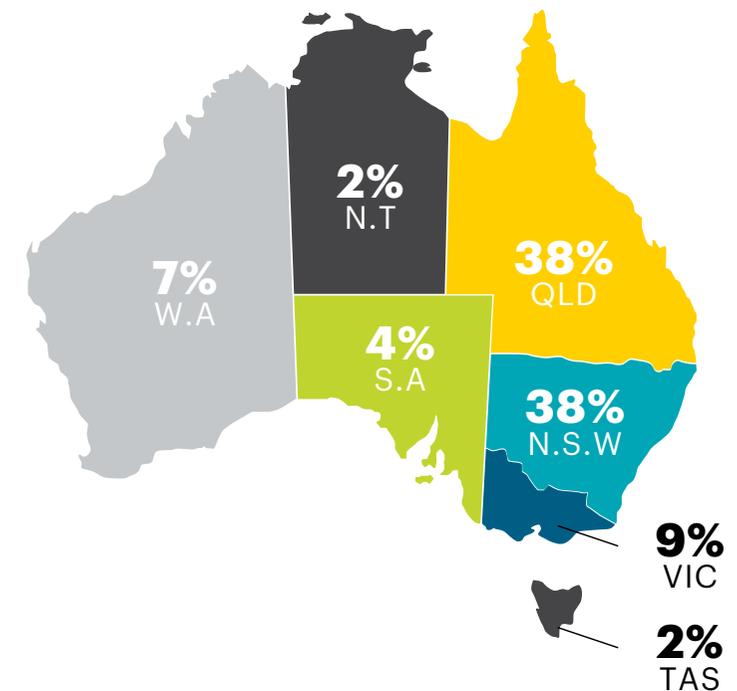
OUR MASTER OF EDUCATION STUDENTS

The Master of Education is a versatile degree that prepares graduates for job roles across the education sector. In 2020, students undertaking this degree were working in a diverse range of educational areas, from school principals to college counsellors.

What our students do



Where our students call home



ENTRY REQUIREMENTS



Master

To qualify for entry to the Master of Education online, you must have:

- A four-year Bachelor degree in Education from any Australian university or equivalent; OR
- an undergraduate degree and a fourth-year level teaching qualification from any Australian university or equivalent, OR
- a three year Bachelor degree in Teaching and an education-specific Graduate Certificate from any Australian University, or equivalent.

Graduate Certificate

To qualify for entry to the Graduate Certificate in Education online, you must have:

- A four-year Bachelor degree in Education from any Australian university or equivalent; OR
- an undergraduate degree and a fourth-year level teaching qualification from any Australian university or equivalent; OR
- a three year Bachelor degree in Teaching from any Australian University, or equivalent.

Non-standard language admission requirements for international students (IELTS) with an overall score of 7.5 or equivalent.

Find out more about [Rules Relating to Awards](#) and [Specific Award Rules](#)

FEES AND FINANCIAL ASSISTANCE



Unit price: \$2,699*

Information on FEE-HELP

The government loan scheme that applies to most postgraduate courses is known as FEE-HELP. Australian citizens and holders of Permanent Humanitarian visa who are residing within Australia are eligible to access FEE-HELP.

Using this program, you can borrow enough money from the Commonwealth Government to cover your course fees. Once your income reaches a certain level, you will pay the loan back via the tax system.

For more information on fees and the FEE-HELP loan, call us on [1300 863 819](tel:1300863819).

Advanced standing

Southern Cross University recognises relevant prior learning through a process known as advanced standing. It's a way of giving credit to a student when we can see that they already possess knowledge and skills covered in one or more units.

Discuss this with us when you apply if needed.

*2024 domestic student fees are shown and are subject to change. An additional Student Services Amenities Fee applies to each unit. If you are an International Student, please contact us to discuss your fees.



How to apply

A Student Enrolment Advisor can help determine whether you have the study prerequisites and/or work experience required to gain entry into the degree.

They will give you advice on advanced standing and help you gather all the documents and evidence you'll need to apply, including your CV, transcripts and certificates from any past studies and evidence of your English language skills (if you speak English as a second language).

This publication is a guide to Southern Cross University Online Master of Education. The information set out in this publication is an expression of intent only and should not be taken as a firm offer or undertaking. The information contained in this publication is correct at time of release and the University reserves the right to make alterations to any information contained within this publication without notice. Copyright Southern Cross University February 2022.



Visit online.scu.edu.au/apply



Speak to an enrolment advisor on
1300 863 819

Monday – Tuesday: 8am – 6pm
Wednesday – Thursday: 8am – 7pm
Friday: 8am – 5pm

Alternatively, you can **schedule a call** with one of our advisors today.



**Southern Cross
University**

If you have any questions about the Southern Cross University Online Master of Education, our dedicated Student Enrolment Advisors are here to help.

You can reach them on **1300 863 819** or click below to schedule a call.



SCHEDULE A CALL



UNITS OF STUDY

CONTEMPORARY EDUCATIONAL CONTEXTS

This unit will give you an opportunity to explore the broad canvas of social and political contexts in which educational leaders operate at a state, national and global level. Critically engage with current perspectives of educational reform including the latest debates and critiques.

In this unit, you will study:

- A 'tsunami' of change: an introduction to contemporary educational contexts
- Educational reform policies: local, national and global agendas
- Engaging and working with parents and the community
- Influences of, and responses to, technological change in educational contexts
- Future scenarios of contextual change influencing educational environments
- Challenges and opportunities for educational leadership in times of exponential change.

As new technology becomes increasingly prominent in education settings, you'll analyse the influence of technology on schools and school leadership. You'll critically extrapolate the disruptive and contributive influences, envisage future scenarios of change in educational contexts and explore and examine the consequences.

Courses

You can study this unit as part of the [Graduate Certificate in Education](#) or [Master of Education](#).

Learning outcomes

- Demonstrate familiarity with key influences on contemporary education contexts, and their historical origins
- Critically analyse key elements of contemporary education contexts
- Reflect on case studies of disruptive and/or empowering elements of technological change and their effects on educational environments, and consider alternative strategies and outcomes
- Identify and analyse the effects of educational change on local work environments, and propose strategies to achieve preferable educational futures

Assessment

Please refer to the [teaching and assessment breakdown](#) for this unit.

CONTEMPORARY EDUCATIONAL LEADERSHIP

Are you prepared to lead the future of education? Designed to prepare you for educational environments in Australia and around the world, this course introduces key concepts in research literature and educational practices relevant to contemporary educational leadership.

In this unit, you will study:

- An introduction to concepts of educational leadership
- Theories and models of educational leadership and their practical implementation
- Influence of corporate and managerial models on educational leadership
- Challenges of leadership: ethics and values, balancing competing demands
- New ways of leading: distributed, collaborative, parallel, shared leadership models
- The role of inspiration and leadership as service in education settings.

During this course, you are encouraged to reflect on your personal experiences in relation to academic literature. You'll also learn how to critically engage with and analyse texts and apply the concepts learned to your professional practice.

Courses

You can study this unit as part of the [Graduate Certificate in Education](#) or [Master of Education](#).

Learning outcomes

- Critically engage with the research literature on educational leadership
- Describe and analyse the origins, distinguishing features and effects of various models of leadership in the field of education
- Apply concepts of educational leadership to a local context, and present and defend a strategy for improvement

Assessment

Please refer to the [teaching and assessment breakdown](#) for this unit.

EDUCATIONAL INVESTIGATION

This unit will develop your knowledge and understanding of generic research and evaluation tools. It will give you the information you need to develop skills in identifying and applying quality educational research and evaluation, gaining an overview of the role of evaluation in the field of education.

In this unit, you will study:

- Features and purposes of educational evaluation: definition, goals, and forms
- Strategies and activities in evaluation: measurement, assessment, reporting
- Elements of educational evaluations: stakeholders, design, method, analysis, use of results
- Differences between evaluation outputs and outcomes
- The good, the bad, and the destructive in educational evaluation
- The role of context in evaluation: settings, roles and audiences
- The influence and effects of evaluation on the field of education
- Hallmarks of effective evaluations
- Functions of evaluation vs research.

Knowledge of evaluation theory is combined with case studies and scenario-based activities to provide you with the skills you need to effectively use quality evaluation and research as a part of your professional decision making.

Courses

You can study this unit as part of the [Graduate Certificate in Education](#) or [Master of Education](#).

Learning outcomes

- Understand the history, current role and impact of evaluation in the field of education
- Demonstrate knowledge of the constituent elements of an educational evaluation, and how they may be implemented to enhance professional decision-making
- Identify and apply the elements of effective evaluation in response to key contextual elements in a variety of educational situations

Assessment

Please refer to the [teaching and assessment breakdown](#) for this unit.

LEADING PROFESSIONAL LEARNING

Discover the successful elements of professional learning. In this unit, you'll explore concepts from the professional learning community and the latest research literature. You'll explore appraisal and performance frameworks as a means of monitoring and directing professional learning.

In this unit, you will study:

- Leading teaching and learning in schools
- Building a professional learning community
- The educational leader as learner: developing self reflexivity
- Appraisal and performance frameworks and the AITSL Standards
- Internal and external professional development for teachers and leaders
- Learning from teachers, students, parents and the community.

Developing your own reflective practice is strongly encouraged in this unit. Be informed by your own professional practice, critical engagement with research literature and feedback from colleagues and learners. Focus on leading, creating and sustaining a culture of reflective professional learning in a school.

Courses

You can study this unit as part of the [Graduate Certificate in Education](#) or [Master of Education](#).

Learning outcomes

- Identify and analyse key concepts in the professional learning literature (reflective practice, lifelong learning) in relation to personal practice
- Critically reflect on the different sources and styles of professional learning and their efficacy
- Select appropriate approaches and apply key strategies from the research literature to developing the professional learning of self and others

Assessment

Please refer to the [teaching and assessment](#) breakdown for this unit.

ACCOUNTING FOR MANAGERS

This unit introduces students to the fundamentals of financial and management accounting viewed from the perspective of the business manager. The focus is on critical evaluation of accounting information contained in financial statements and management accounting reports for use by managers to inform responsible decisions. Adopt a managerial and analytical approach to the financial aspects of business management. You will understand the methods used in financial reporting and interpretation, while applying these principles to business practice. You will learn how to respond to factors that influence company cash-flow and profit, and establish critical thinking in terms of future financial planning and control. By recognising how finance affects other areas of a business – complemented by a sound understanding of applied financial management – you will be perfectly placed for career advancement.

In this unit, you will study:

- Introduction to accounting and measuring and reporting financial position
- Measuring and reporting financial performance and cash flows
- Analysis and interpretation of financial statements
- Cost-Volume-Profit analysis and costing
- Planning and control
- Working capital management and financing the business.

Courses

You can study this unit as part of the [Master of Business Administration](#), [Graduate Certificate in Education](#), [Master of Education](#) or [Master of Engineering Management](#).

Learning outcomes

- Read and interpret financial statements for a business entity
- Analyse and critically evaluate business performance and position using information contained in financial statements
- Analyse business internal accounting information to evaluate working capital management performance of a business
- From cost and revenue data, apply techniques in deciding upon alternative courses of action and implements budgets in decision-making for an organisation
- Choose and organise relevant financial information in deciding the appropriate financing strategy for a business

Assessment

Please refer to the [teaching and assessment breakdown](#) for this unit.

EVALUATION FOR IMPROVED TEACHING AND LEARNING

This unit deals directly with some of the most poignant issues in education of our time. You will gain the knowledge to evaluate approaches to assessment beyond standardised testing. Critically reflect on influence of low socio-economic background on student outcome, as well as the current policies around teacher quality and school improvement.

In this unit, you will study:

- The purposes and methods of data collection and analysis in education
- Utilisation of data to improve teaching and learning
- The data-driven educational environment: NAPLAN, PISA, OECD, My School
- The on-going influence of low socioeconomic status (SES) on student outcomes and the problem of disengagement from schooling
- Critical analysis of accountability policies and practices and alternatives to current approaches
- Leading innovation and continuous improvement in schools. You'll learn how to identify and use data to improve teaching and learning.

Identify which data is most relevant to your aims and how can it be used to help you effectively meet your goals. You'll also deal with critical issues, such as the current emphasis on school, teacher and principal performance. You'll focus on top-down accountability in schooling and develop some alternatives to this approach.

Courses

You can study this unit as part of the [Graduate Certificate in Education](#) or [Master of Education](#).

Please note, unit structure and content are subject to change. Contact your SCU Online student advisor on 1300 863 819 for more information based on your particular circumstances.

Learning outcomes

- Demonstrate an understanding of traditional and alternative methods of data collection and analysis to improve teaching and learning, and their respective strengths and weaknesses
- Apply knowledge of appropriate data collection and analysis to specific educational environments
- Critically analyse current educational evaluation agenda, and the concepts of accountability and performance in educational settings, with a view to leading improvement and innovation in evaluation

Assessment

Please refer to the [teaching and assessment breakdown](#) for this unit.

HUMAN RESOURCE MANAGEMENT

Adopt a strategic outlook to human resources (HR) as a whole, and impart visionary plans and processes which will help you become an effective, skilful leader. This unit expands a baseline level of knowledge, introducing you to the aims and goals of HR and its role in business. You will begin to critically evaluate strategies, and assess contemporary issues facing the Asia-Pacific region from a HR perspective. By applying HR to organisational strategy, uncover the internal and external effects of such management on a business environment.

Upon completion, you will have gained research skills through analysis of strategic planning models and processes. You'll be ready to integrate your understanding of strategic human resource management to your own managerial style.

In this unit, you will study:

- Introduction and context for Human Resource Management
- Human resource planning
- Employee relations and industrial relations
- Work design
- Talent attraction
- Talent retention
- Management of performance
- Strategic reward management
- Diversity and workplace health and safety
- Evaluating HRM.

Courses

You can study this unit as part of the [Master of Business Administration](#), [Graduate Certificate in Education](#) or [Master of Education](#) or [Master of Project Management](#).

Learning outcomes

- Apply scholarly theory, concepts and practical processes to Strategic Human Resource Management (SHRM)
- Critically analyse the major HR functions, processes and players within an organisational context and appreciation of their role in strategic HR
- Research, analyse and cogently argue appropriate and creative solutions to human resource management issues in academic and workplace genres
- Write an original communication for a specific audience

Assessment

Please refer to the [teaching and assessment breakdown](#) for this unit.

THE POSITIVE LEADER

This unit will prepare you for a bright future in leadership or management, applying the required skills to a global business setting. You will explore a diverse range of leadership styles, and take on a reflective approach to establish your personal strengths and goals.

Your management and leadership abilities will be evaluated through active unit participation, as you apply your skills to various situations. You will study leadership and management theory and its prevalence in the west, while taking a philosophical and political approach to the psychological elements of managing and leading people.

In this unit, you will study:

- Positive leadership models
- How do authentic leadership and psychological capital fit together?
- Providing organisational support for employees: the role of LMX to increase employee outcomes
- Providing individual support for employees: the impact on employees and what organisations can do to increase individual support
- Leadership and change
- The language of positive leadership.

Courses

You can study this unit as part of the [Master of Business Administration](#), [Graduate Certificate in Education](#) or [Master of Education](#), [Master of IT Management](#) or [Master of Project Management](#).

Learning outcomes

- Differentiate types of leadership required for developing engaged employees based on awareness and respect of group diversity
- Relate authentic leadership, effective Leader-Member Exchange and management support and the psychological capital of employees based on the recognition and legitimacy of employee group differences
- Run a targeted evidence-based intervention for different types of employees to develop their competency to communicate in a professional setting based on listening to the views of participants and then re-directing the slant of the presentation to meet the needs of specific clientele
- Analyse and reflect upon an intervention to increase employee outcomes using a process of reflecting on how others received the training provided

Assessment

Please refer to the [teaching and assessment breakdown](#) for this unit.

ORGANISATIONAL BEHAVIOUR

The study of Organisational Behaviour is essential to becoming a successful manager or future leader. You'll analyse factors influencing the dynamics of organisational culture and develop communication skills to prepare you for leadership roles in corporate environments. Learn how to deal with conflict and change, while developing an appreciation for the employee diversity. Cultivate critical thinking and proactive problem-solving skills, then put them into practice. Make links between employee behaviour and organisational restructuring, and understand the values that can come about from positive workplace culture.

In this unit, you will study:

- Module 1: Organisations and the individual
 - Introduction to Organisational Behaviour
 - Linking individual differences to workplace behaviour
 - Managing workplace behaviour
- Module 2: Interpersonal and group processes
 - Understanding groups and teams
 - Working with others to achieve desired organisational outcomes
- Module 3: The organisational system
 - Organisational structure, culture and change.

Courses

You can study this unit as part of the [Master of Business Administration](#), [Graduate Certificate in Education](#) or [Master of Education](#), [Master of IT Management](#) or [Master of Project Management](#).

Learning outcomes

- Collect, appraise, and appropriately cite relevant information from a range of academic sources.
- Describe the functions, roles and skills of a manager, and how they contribute to key organisational outcomes.
- Present and critically analyse opposing views of the factors that influence workplace behaviour.
- Identify and evaluate the characteristics of effective workplace teams, as supported by empirical research.
- Demonstrate a broad understanding of OB theory and concepts as they apply to the effective functioning of organisations, including issues of power, politics, structure and change.

Assessment

Please refer to the [teaching and assessment breakdown](#) for this unit.

EDUCATIONAL LEADERSHIP AND WELLBEING

In this unit, you will gain a deeper understanding of the concept of wellbeing in educational contexts. This unit explores the practice of schooling initiatives to support wellbeing and the role of teachers – specifically the school leader – in enabling wellbeing. The learning from this unit can be directly applied to the school setting.

In this unit, you will study:

- What is wellbeing?
- Historical constructs of wellbeing
- Wellbeing in educational contexts
- Exploring the impact of teacher and leader wellbeing on schooling outcomes
- Planning a community approach to enabling wellbeing for all
- Evaluating the impact of a wellbeing approach.

Courses

You can study this unit as part of the [Graduate Certificate in Education](#) or [Master of Education](#).

Learning outcomes

- Analyse the principles and concept of wellbeing and apply to educational contexts
- Demonstrate the link between the theory and practice of educational wellbeing and the role of the teacher in enabling student wellbeing and better learning outcomes
- Demonstrate the ability to lead a wellbeing initiative in an educational setting by working collaboratively with a team through the planning and implementation of a group project
- Use peer evaluation to review the impact of the wellbeing project for students, parents, teachers or school leaders

Assessment

Please refer to the [teaching and assessment breakdown](#) for this unit.

SUPPORTING STUDENTS IN DIFFICULT TIMES

This unit will provide you with the 'front line' professional knowledge and skills required to effectively support children and young people who are experiencing personal difficulties. Learn practical skills to provide students with the educational and emotional support they need.

In this unit, you will study:

- Recognising why and when young people need emotional support
- Theoretical contexts for understanding children's emotional concerns
- Contexts of engaging with children and young people
- Causes of emotional distress
- Responding to children and young people's emotional needs
- The role (and limitations) of 'front line' professionals
- Building self-esteem and promoting resilience
- Identifying appropriate means of providing practical support
- Ethical and legal considerations
- The importance of reflective practice
- Referring to other service providers
- Distinguishing between the need for social and emotional support and issues related to mental health, care and protection
- An overview of relevant services and service models for children needing specialised support
- Theoretical frameworks and therapeutic modalities for counselling and therapy with young people.

Courses

You can study this unit as part of the [Graduate Certificate in Education](#) or [Master of Education](#).

Learning outcomes

- Recognise when and why young people might need emotional support
- Discuss the role of 'front-line' professionals in providing emotional support including the relationship between their role and that of other professionals such as counsellors
- Demonstrate appropriate skills in responding to young people experiencing difficulties, crisis or distress
- Recognise which services young people may need to be referred to and how such referrals might be sensitively approached
- Describe a range of the theoretical frameworks and therapeutic models that underpin emotional support services for young people, including different counselling and therapeutic modalities
- Critically evaluate their own interpersonal skills when engaging with children and young people requiring emotional support

Assessment

Please refer to the [teaching and assessment breakdown](#) for this unit.

ENHANCING STUDENT WELLBEING

This unit focuses on issues related to social and emotional wellbeing, including a person's capacity to function well in society and lead a fulfilling and productive life.

In this unit, you will study:

- Theoretical foundations of children and young people's social and emotional wellbeing
- Supporting and promoting children and young people's social and emotional wellbeing
- Understanding children and young people's experiences of change, loss and grief.

You'll critically examine the concepts of resilience and mental health and develop strategies to facilitate connectedness, belonging, positive expectations and opportunities for meaningful participation. Special focus is placed on children's experiences of change, loss and grief.

Courses

You can study this unit as part of the [Graduate Certificate in Education](#) or [Master of Education](#).

Learning outcomes

- Examine notions of social and emotional wellbeing, the continuum of mental health and notions of resilience
- Identify and discuss the causes, indicators and risk factors associated with children's mental health, including issues of change, loss and grief
- Explain the role that schools, community organisations and professions, governments and families play in promoting health
- Critically evaluate a range of health promotion models, strategies, services and resources designed to support health promotion with particular focus on social and emotional wellbeing
- Reflect on ways they can better support children and young people's health within their own professional context

Assessment

Please refer to the [teaching and assessment breakdown](#) for this unit.

VALUING DIVERSITY

Diversity is so important to education. This unit is designed to consolidate your awareness, knowledge and experience in understanding (and meeting!) learners' diverse needs in educational settings.

In this unit, you will study:

- Human rights, social justice and equity
- How well are our children faring?
- Measuring student wellbeing
- Student achievement and the influence of social, economic and cultural factors
- Inhibiting factors that impact on learner achievement and wellbeing
- Enabling programs that support learner achievement and wellbeing.

Explore issues related to working and teaching in various settings, including contemporary classrooms and social justice settings. Plus, broaden your understanding of cultural, refugee and Indigenous perspectives in local, national and international contexts.

Courses

You can study this unit as part of the [Graduate Certificate in Education](#) or [Master of Education](#).

Learning outcomes

- Evaluate local and global data related to diverse learners' needs and the impact this has on their learning outcomes
- Identify and analyse the factors that impact on the learning outcomes of children and young people
- Realise that the development of learner wellbeing influences a sense of belonging and that social and cultural forces shape individual and group identities

Assessment

Please refer to the [teaching and assessment breakdown](#) for this unit.

INCLUSIVE EDUCATION, THEORY POLICY AND PRACTICE

Inclusion is an often-stated aspiration for contemporary schools, leading and developing Inclusive Education in a range of unique contexts poses a complex professional challenge for teachers and school leaders. An informed and nuanced understanding of core concepts, theoretical frameworks and implications of legislation and policy is needed to support decision-making and professional practice that provides genuine and authentic opportunities for all students to learn in a regular school setting. This unit engages students in critical reflection about about inclusion, critical disability perspectives, difference and diversity, and pedagogy and policy to support Inclusive Education. Students will draw on this critical review to define and justify an individual philosophy of Inclusive Education, and to identify and plan for action on strategic priorities to advance the cause of inclusion in school settings.

In this unit, you will study:

- Key concepts of Inclusive Education - issues, evidence and literature
- Diversity as a context for inclusion and effective teaching - learning for all
- Theoretical frameworks for Inclusive Education
- Policy, politics and legislation - information and analysis
- Models of inclusive practice - best practice, factors that facilitate inclusive teaching, and barriers
- The ecology of Inclusive Education.

Courses

You can study this unit as part of the [Graduate Certificate in Education](#) or [Master of Education](#).

Learning outcomes

- Critically analyse current Inclusive Education literature and discourses, and the concepts of inclusion and effective teaching for all learners, with a view to advancing authentic educational inclusion in school settings
- Critically evaluate the utility of theory, research, and policy, relevant to Inclusive Education
- Demonstrate the capacity to critically apply insights to evaluate contemporary professional perspectives, practices, and priorities relevant to Inclusive Education

Assessment

Please refer to the [teaching and assessment breakdown](#) for this unit.

TECHNOLOGY AND COLLABORATION TO SUPPORT LEARNING AND PARTICIPATION

This unit seeks to address the challenges of selecting the appropriate digital technologies and developing innovative and effective collaboration through analysis of theory, research, policy and practice about technology and collaboration to support inclusion in contemporary school settings. It contains three key focus areas: Digital technologies to support student learning and participation; teacher collaboration and professional learning for inclusion using digital applications, and; innovation and design for inclusion.

In this unit, you will study:

- Technology and collaboration - Discourses of Inclusive Education
- Engaging learners through technology and collaboration
- Digital technologies for communication and collaboration - students with specific learning needs
- Communication and collaboration for inclusive teachers and school leaders
- Innovation through technology
- Leadership, sustainability and designing for change.

Courses

You can study this unit as part of the [Graduate Certificate in Education](#) or [Master of Education](#).

Learning outcomes

- Critically engage with theory, research, and literature about digital technologies to enhance Inclusive Education
- Demonstrate comprehensive and insightful knowledge about using technology and collaboration to assist learning and enable learning, for both students and teachers
- Critically analyse the concepts of student engagement and collaboration, and a range of digital technologies, with a view to leading improvement and innovation in inclusive education.

Assessment

Please refer to the [teaching and assessment breakdown](#) for this unit.