2015

Postgraduate programs

International Baccalaureate

Graduate Certificate in Education (International Baccalaureate Middle Years Program)
Master of Education (International Baccalaureate)

flinders.edu.au/education
Thank you for your interest in Flinders University’s International Baccalaureate postgraduate programs.

Flinders University became one of the first universities in the world, in 2009, to offer IB-recognised postgraduate programs. Flinders School of Education courses offer a balance of theory, philosophy and practical application to graduate students worldwide.

Courses are offered in online mode for the Graduate Certificate and in online and intensive face-to-face modes for the Masters which can be studied in Adelaide or Singapore.

I encourage you to explore our programs and if you have any questions please do not hesitate to contact our School at: flinders.edu.au/education

With best wishes

Professor David Giles
Dean, School of Education

Graduate Certificate in Education: International Baccalaureate Middle Years Program

This one-year, 18-unit postgraduate course, which is offered as part-time, online study is intended for:

- teachers in IB World Schools offering or planning to offer the IBMYP
- teachers wishing to work in IBMYP schools internationally or in their home country
- teachers aspiring to leadership in curriculum design, pedagogy and collaborative practice in IBMYP schools
- teachers seeking enhanced professional satisfaction gained from deeper understanding of IBMYP philosophy, principles and practices.

Participants successful in this graduate certificate will gain:

- deep understanding of the philosophy, origins and current requirements of the IBMYP
- insight into the articulation of IB programs
- increased skill in concept-based curriculum planning
- understanding of the relationship between the demands of national curricula and the IBMYP curriculum framework
- enhanced skills of reflection and practitioner enquiry
- enhanced capacity to lead collaborative planning and reflective professional practice
- the opportunity to register for the IB Certificate of Teaching and Learning (visit: www.ibo.org).

Assessment

The variety of assessment methods to support online learning include:

- short reflective responses to link course reading to participants’ school experiences
- extended writing: essay or report or policy analysis or case-study or review
- forum network discussions; short BLOGS
- curriculum planning: unit of work or scope and sequence or lessons
- school-based practitioner enquiry
- participant observation
- school-based scenario analyses.

Credit

The Graduate Certificate in Education (IBMYP) can be studied as a stand-alone course, or can be articulated into the Master of Education (IB). Successful completion of the Graduate Certificate contributes 18 units of credit to the Master of Education (IB).

Students who successfully complete the Master of Education (IB) may be eligible for enrolment in the Doctor of Philosophy (PhD) or the Doctor of Education (EdD) degrees.

Applicants must normally hold an approved three-year bachelor degree or equivalent qualification from an approved tertiary institution.

Graduate Certificate topics

IBMYP Curriculum Foundations (4.5 units)

Key elements of this topic include:

- the philosophical and values-based principles that underpin the IBMYP
- the complex implications of the term ‘international education’
- understanding of the IBMYP curriculum framework and the principles that underpin it: concept-based curriculum, constructivism and concurrency of learning
- the values, philosophy and essential features of the IBO program continuum and the relationship between the IBMYP and the other IB programs
- reflective practice, collaborative learning and collegial activities in support of the aims and objectives of the IBMYP.
Master of Education: International Baccalaureate Programs

This course consists of 72 units, with eighteen (18) units derived from the following three compulsory sequential topics:

Practitioner Inquiry in International Education (4.5 units)
Key elements of this topic include:
• theories and practices underpinning international education
• recent global influences on international education and the role of international educational organisations
• key elements in the research process and practical procedures appropriate for teacher-researchers in school-based research
• developing research possibilities with reference to IB practices.

Crafting a Research Dissertation in IB Practice (4.5 units)
Key elements of this topic include:
• foundation skills for a successful project designed to investigate an aspect of IB practice
• conceptualising research questions
• conducting a literature search and review
• ethical considerations
• writing and presenting a formal research proposal.

Coursework Project in IB Practice (9 units)
Each student conducts a rigorous and systematic classroom-based or school-based research dissertation of 9,000 words related to IB practice.
• A University supervisor is assigned to support the student throughout the research and writing process.
• The results of the research are submitted in report form.
• Students are encouraged to publish in the online IB Journal of Teaching Practice and other academic journals.

Successful completion of the Masters enables you to register for the IB Advanced Certificate in Teaching and Learning.

For further information visit: www.ibo.org

Assessment
The variety of assessment methods to support student learning includes:
• short reflective responses to link course reading to participants’ school experiences
• extended writing: essay or report or policy analysis or case-study or review
• seminar presentations
• journals
• annotated bibliography
• forum network discussions; BLOGS
• school-based practitioner enquiry
• participant observation
• school-based scenario analyses.

Delivery mode
The Master of Education (IB) can be studied either on campus at Flinders University in Adelaide or in Singapore.

The first two core topics, Practitioner Inquiry in International Education and Crafting a Research Project in IB Practice are offered in face-to-face mode through a series of intensive workshops.

Students meet and communicate online with their University supervisor on a regular basis for the duration of the topic Coursework Project in IB Practice.

Graduate Certificate topics (cont)

IBMYP Curriculum Processes (4.5 units)
Key elements of this topic include:
• critical examination of learning theories that underpin the MYP curriculum framework
• the significance of the Approaches to Learning, Global Contexts, interdisciplinary learning and Personal Project in the MYP
• IBMYP curriculum planning processes – school-wide and at teacher level – for effective teaching and learning
• concept-based curriculum and the MYP Unit Planner
• using IB program standards to undertake critical evaluations of curriculum practices within each participant’s own school environment and from case studies of other schools.

Assessment in the IBMYP (4.5 units)
Key elements of this topic include:
• the relationship between teaching, learning and assessment in the IBMYP
• teaching and learning strategies which support the practice of formative assessment
• designing and implementing appropriate summative assessment, standardisation and reporting strategies to support MYP practice
• assessment in the context of the MYP Unit Planner.
• reflective practice, collaborative learning and collegial activities in support of the aims and objectives of the IBMYP.

Classroom Diversity and the IBMYP (4.5 units)
Key elements of this topic include:
• the discourse of diversity and inclusion
• theoretical and practical aspects of differentiated teaching and learning
• teaching and learning strategies appropriate to supporting the learning needs of all students in the IBMYP including those with special educational needs and second language learners
• processes for assessing students with special educational needs in the IBMYP
• reflective practice, collaborative learning and collegial activities in support of the aims and objectives of the IBMYP.

Total number of words for each 4.5-unit topic is 4,500 words.
How to apply
Applications for most postgraduate courses at Flinders are made via GradStart at the South Australian Tertiary Admissions Centre (SATAC) website: satac.edu.au/uniweb

Fees
For more information on fees go to: flinders.edu.au/fees

Further information
More detailed information on the study program, topic descriptions and entry requirements can be found by navigating to Education (International Baccalaureate) on our postgraduate courses page via: flinders.edu.au/courses/postgrad

To discuss your study options contact: Jeanette Holt
School of Education
(08) 8201 3480
jeanette.holt@flinders.edu.au

For general enquiries about postgraduate study contact: Admissions/Prospective Students Office Flinders University GPO Box 2100, Adelaide SA 5001 1300 657 671 postgradinfo@flinders.edu.au

International students interested in a postgraduate course at Flinders should contact Flinders International Office at: flinders.edu.au/askflinders or visit their website: flinders.edu.au/international

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Adelaide study
The Master of Education (IB) is undertaken part-time on campus in Adelaide and can be completed in a minimum of 18 months; however, most students will require two years of part-time study.

Five-day workshops are offered usually in early February and late June.

Singapore study
The Master of Education (IB) is undertaken full-time or part-time by enrolling at Flinders but attending lectures and workshops in Singapore usually in mid-April and mid-June.

Most participants who are teaching full-time elect to complete the course in two years of part-time study (dependant on units of credit granted for prior study).

Core topics are delivered in Singapore, while additional elective topics are completed externally through the online mode.

Eligibility
Applicants must normally hold an approved three-year bachelor degree or equivalent qualification from an approved tertiary institution.

The Master of Education – International Baccalaureate Programs also requires applicants to be employed as teachers in International Baccalaureate World Schools.

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The Flinders University School of Education
With its extensive experience in online course delivery as well as in face-to-face mode, the School:
• is skilled and flexible in supporting part-time students, encouraging them to develop mutually beneficial networks
• offers expertise in theory and practice consistent with IB philosophy, practices and expectations, such as constructivist learning theory, development of self-regulated learners, differentiation and assessment
• conducts rigorous qualitative or quantitative research into the impact of IB programs in schools
• maintains close liaison with worldwide IB programs leadership and is up to date with program developments
• has course leaders with extensive personal experience in teaching and leadership in IB schools worldwide
• calls on the broad interdisciplinary expertise of other university departments, particularly philosophy, in support of these courses
• enables students to benefit from its productive links with the extensive network of IB world schools in South Australia.

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World first all about middle years
In 2010 Flinders teaching graduates Emily Johnson and Lauren Mazzarolo became the first in the world to graduate from the University’s postgraduate course for school educators teaching in the IBO’s Middle Years Program.