

THE IGPE BULLETIN

NEWSLETTER OF THE INTERNATIONAL
GRADUATE PROGRAMS FOR EDUCATORS



WELCOME BACK

DIRECTOR'S NOTE - MICHAEL LOVORN

In consideration of the ongoing global crisis, I send each of you well wishes from Buffalo and hope you and your families are finding ways to remain healthy and happy at this time. As we all continue adapting to “new normals” in our respective regions around the world, I’d like to take a moment to issue an assurance that your IGPE staff is working hard to remain at the forefront of the international schools market. We understand you and your colleagues face new COVID-related challenges every day, and that the pandemic will continue to have a significant impact on your school communities.

Please note your IGPE team is ‘on the clock’ and accessible, per usual. We have been successful in maintaining regular outgoing news and announcements, as this newsletter illustrates (Thank you, Nicole!). As a group and individually, Brandon, Cathy, Nicole and I remain committed to keeping you informed about SUNY Buffalo State happenings as they relate to your cohorts, and to maintaining the high level of partner services you’ve all come to expect from us over the years. Please do keep in touch, and let us know when and how we can be of assistance to you and your teachers.

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IGPE FALL 2020 APPLICATION PROCESS

IGPE ADMISSIONS UPDATE

SUNY Buffalo State began using a new admissions platform, Slate, in Spring 2020. Our supplemental materials process remained the same, yet the new platform is proving to be easier for students to use! The platform sends more frequent reminders for students to complete their application and connects them to their active application swiftly.

In addition we have made some updates to our admissions webpage, including the addition of a step by step "how to" application video:

Degree Seeking Students-

<https://igpe.buffalostate.edu/degree-seeking-students>

Non-Degree Seeking Students-

<https://igpe.buffalostate.edu/non-degree-seeking-students>



IGPE MICRO-CREDENTIAL

NEW IGPE PROGRAM UPDATES

One of the benefits of our degree program is that it boasts considerable flexibility, particularly in terms of course selection and content, which enables us to customize course sets to each host site's specific professional development goals. It is in this same spirit of unique and collaborative curriculum development that we enthusiastically announce a new, even more flexible program offering: **the IGPE micro-credential**. <https://igpe.buffalostate.edu/micro-credentials>

A micro-credential is a set of strategically selected courses that enable a partner site to identify and strengthen targeted skillsets or competencies. A micro-credential may be made up of as few as two courses, and as many as five. Regardless of the number of courses, a micro-credential is delivered as a stand-alone but stackable sequence. This means that in addition to receiving a distinct certificate of completion in the targeted topic, students may apply all micro-credential courses toward their graduate degree plan of study. This makes for a tremendous value because an individual participant can earn the micro-credential while paying no more than they would have for only the degree. Better still, micro-credentials are intended to be unique in design and may be developed by collaboration between IGPE staff and site coordinators to address nearly any focus.

We have already piloted micro-credentials with long-time partner sites addressing **Creative Teaching and Learning, Educational Leadership, Classroom Management Strategies and Educational Technology**. We're eager to explore this new option with our partner schools and invite you to inquire and learn more about this fantastic educational opportunity. If you are interested in setting up a micro-credential, please contact Brandon Kawa, kawabf@buffalostate.edu

DR. MEREDITH HARBORD

PROFESSOR SPOTLIGHT

Meredith Harbord (Ed.D.) is an international educator who has worked in education for over 30 years with an interest in curriculum. She is an adjunct professor for State University of New York at Buffalo (International Graduate Program for Educators) as well as consultant for Core 21 Education Services US. Meredith was originally a secondary art and craft teacher from Melbourne before travelling overseas to teach in Brunei Darussalam, UK and the Sultanate of Oman. Her interest in middle years design deepened through her experience of the International Baccalaureate education system. Meredith's doctoral dissertation focused on MYP design and through this work an interest developed to embed ethical dilemmas into design curriculum. Her educational philosophy advocates that learning experiences should be fun. She writes from Melbourne, September 2020:



Last year was my year of travel -working for IGPE and consulting for Core 21 Educational Services. This has been my year for being still. Not really - I have been busy teaching courses online and zoom sessions. It is exciting to make strong connections with my online students face to face using video conferencing. Of course nothing replaces being there in the schools and seeing the inspirational work that happens there in schools. I hope once our world learns how to navigate the covid epidemic I can start visiting schools again. Teaching in this forward thinking program that promotes best practice, inquiry and problem based learning gives me opportunities to advocate design thinking, game based learning, gamification, critical thinking and real life problem solving to support international educators.

Another element for the year so far has been overseeing the final edits for two curriculum books that I have been co authoring with my ex teaching partner Sara Riaz Khan. Interdisciplinary Thinking for Schools: Ethical Dilemmas MYP 1,2&3, and Interdisciplinary Thinking for Schools: Ethical Dilemmas MYP 4&5 are a result of our classroom practice in Muscat , Sultanate of Oman and the understanding that teachers are under increasing pressure in middle and high school as many need practical curriculum support. These books were created due to the lack of teaching resources that met our students' holistic needs. Teachers need pathways to connect students to exciting and purposeful learning that uses creativity, deep thinking and the exploration of embedded ethical dilemmas. The content includes assessment rubrics, student samples, teacher checklists, student and teacher case studies, reference lists as well as innovative devices e.g. the Thinking Generator© and Inquiry Creator Tool© to support critical thinking, innovation and a mindful approach through inquiry. Our books give educators interdisciplinary units of work for Grade 6 to 10.

Students have access to information in unprecedented ways. Many of our students are already aware of what is at stake; they are interested in the environment and sustainable solutions for their future. Sustainable, ethical design can be supported by an approach which considers multiple perspectives and viewpoints; in the real world students need to be empathetic and to be able work on issues from the ground up in collaboration with all stakeholders.

As educators we cannot ignore the global ethical problems that face our students' future. We should open pathways for critical thinking and support students' voices to find new ways of solving problems. New models of leadership are emerging, e.g Greta Thunberg and Malala Yousafzai are showing leadership through peaceful action. Our schools have changed due to the global pandemic and new strategies for teaching and learning are emerging. All the content in these books can be used for online learning. In order to be inclusive, units were developed which do not require specialist equipment or vast budgets. Many of these projects could also support learning in a Maker Space. I am especially pleased that the books allow for some vertical and horizontal alignment opportunities. These books are due for publication at the end of September by John Catt Educational Publishers. These books have taken an enormous amount of time and as with any curriculum framework it is important the detail is addressed.

I love writing and teaching courses for students, educators and leadership teams and thrive on all the opportunities that these endeavours present during my IGPE work.

PROFESSIONAL DEVELOPMENT OFFERINGS

IPDS OPPORTUNITY

We are very pleased to share that the PDS has redirected its funds to support professional development opportunities for international colleagues (IPDS, IGPE). We know that great challenges face us in the coming year and hope that PDS can provide support and collegueship. We would invite you to view more options that are available in the coming weeks. Please visit <https://pds.buffalostate.edu/professional-development-pds-partners> for details about the sessions and for the links to register.

Helpful Links

International Graduate Programs
Admissions Instructions
Pre-Major Admission
Supplemental Requirements
Registration
Transcript Request
Degree Candidacy Form
Independent, Online Courses
Degree Works
Transfer Credits
Graduation Information

Call for News or Announcements

Are you looking to connect with your international school peers around the world? Do let us know! Send your program-related news or announcement (200 words max) to Nicole Calamunci at calamund@buffalostate.edu for publication consideration. Pending her approval, we'll run your blurb in the next issue of the IGPE Bulletin.

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