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NTU Reg. No. 200604393R

August 2015

## ENQUIRIES

For enquiries on admission to initial teacher preparation (ITP) programmes offered by NIE, please email to:

[nieadmtp@nie.edu.sg](mailto:nieadmtp@nie.edu.sg)

You may wish to visit the following NIE homepage for information on the ITP Programmes:

<http://www.nie.edu.sg>

Because of the large number of candidates seeking admission, we regret that no telephone or personal enquiries will be entertained.

For information on the NIE programmes that MOE offers to its sponsored candidates, please refer to the MOE website:

<http://www.moe.gov.sg/careers/teach/>

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*The information in this handbook is based on information available at the time of publication. The Institute reserves the right to make alterations without notice.*

## General Information

## Introduction

The National Institute of Education (NIE) offers a variety of Initial Teacher Preparation programmes leading to Diplomas for teachers in primary or secondary schools. Details of these programmes are indicated in the following paragraphs.

The **Diploma in Education (Dip Ed)** programme is a two-year full-time programme meant for GCE 'A' Level holders and Polytechnic Diploma holders.

The one-year Diploma in Education (Teaching of Chinese language at Primary Level) programme is for Diploma holders who have completed their three-year Diploma in Chinese Studies at Ngee Ann Polytechnic. This Programme will prepare student teachers for the teaching of Chinese Language at the Primary school Level.

There are two versions of the Dip Ed programme: the General and the Specialisation programmes. The General programme prepares student teachers to become generalist teachers. The Specialisation programmes provide for specialisation in the teaching of the mother tongue languages at the primary or secondary school level, and Art or Music at the secondary school level.

The **Diploma in Physical Education (Dip PE)** programme is for GCE 'A' Level holders and Polytechnic Diploma holders. The two-year full-time programme seeks to train student teachers to teach Physical Education at the primary level.

The **Diploma in Art Education (Dip Art Ed)** and **Diploma in Music Education (Dip Mus Ed)** programmes are two-year full-time programmes for Polytechnic or NAFA or LaSalle-SIA College Diploma holders of Fine Art or Music. The programmes train student teachers to become specialist primary or

secondary school teachers in their respective subjects. For those who have completed NAFA's three-year Diploma in Art (Teaching) or Music (Teaching), the Dip Art Ed and Dip Music Ed Programmes are one-year full-time ones. These programmes train student teachers to become specialist secondary school teachers in their respective subjects.

The one-year **Diploma in Home Economics Education** programme is for Temasek Polytechnic Diploma holders in Consumer Science and Technology. This programme will prepare student teachers for teaching Home Economics at the secondary school level.

The one-year **Diploma in Special Education Programme** is for nominated teachers of special education organisations and Allied Educator (Learning & Behavioural Support) officers of the Ministry of Education. The programme trains student teachers for the teaching of special needs children in organisations and schools.

All the above programmes are administered by the Office of Teacher Education Programmes Office which is committed to nurturing tomorrow's educators.

## **Aims of Programmes**

The Diploma in Education programme is designed to prepare well-informed, competent and reflective teachers. Such teachers will have an understanding of the key concepts and principles of teaching and learning and should be able to implement, analyse and theorise about key instructional processes. They will be able to discharge competently their teaching responsibilities in a variety of classroom and school contexts in a professional and committed manner.

The Diploma in Physical Education programme seeks to develop

professional competence and expertise in teaching Physical Education as a major subject. It seeks to enable student teachers to follow an academic and knowledge-based approach to the subject area of Physical Education. The programme aims to give student teachers a grasp of the psychological, sociological and philosophical principles essential to an understanding of the teaching process and to train student teachers to teach English or Mathematics at primary schools.

The Diploma in Art/Music/Home Economics Education Programmes provide professional training for specialist teachers in Art, Music and Home Economics. They are designed to prepare well-informed, competent and reflective teachers who have an understanding of the key concepts and principles of teaching and learning, a strong foundation in the subject matter of their chosen area, and the ability to apply such knowledge and skills effectively in their teaching.

The Diploma in Special Education is designed specifically to train teachers of children with special needs and MOE Allied Educator (Learning & Behavioural Support). They will acquire basic knowledge of the key areas of child development, educational theory and the aetiology of the major types of disabilities. The programme will equip them with the skills necessary for the identification of specific disabilities as well as the diagnosis and assessment of individual weaknesses. They will be able to develop competency in a range of teaching skills, plan and evaluate individualised intervention programmes for their own area of disability specialisation.

## **Duration of Programmes**

With the exception of the one-year Diploma in Education Programme (Teaching of Chinese Language at Primary Level), Diploma in Art/Music/Home Economics Education and Diploma in Special Education Programmes, the Diploma programmes extend over a period of two academic years.

## **The Academic Unit System**

The University adopts the Academic Unit System, that is, academic units are used to measure academic workload per semester and per academic year. The academic year is currently divided into two semesters.

The Academic Unit (AU) provides a consistent measure of the student teacher's academic workload related to both class attendance and independent preparation. Used to weight courses in a subject taught for the duration of one semester of 13 teaching weeks, each Academic Unit represents an average workload of one hour per week in the form of lecture/tutorial classes, or three hours per week in the form of laboratory/field work sessions. For example, a typical course with one lecture hour per week and one tutorial hour per week carries 2 AUs. Academic Units are calculated on a course basis, that is, subjects are made up of courses, and each course carries a certain number of AUs.

## Academic Calendar

The academic year is made up of two semesters as follows:

### Academic Year 2015-2016

Programme	Dates of Orientation (O+) Teaching Weeks (TW) / Recess (R) / Vacation (V)	Dates of Revision / Examination / Compulsory Events	Dates of Practicum
Dip Ed Year 1 Dip PE Year 1 Dip Art Ed Year 1 Dip Music Ed Year 1	<b>Semester 1</b> O+ : 27 Jul 2015 – 7 Aug 2015 TW: 10 Aug 2015 – 04 Dec 2015 R : 26 Sep 2015 – 04 Oct 2015 V : 05 Dec 2015 – 10 Jan 2016  <b>Semester 2</b> TW: 11 Jan 2016 – 06/ 20 May 2016@ R : 27 Feb 2016 – 06 Mar 2016 V : 07/ 21 May 2016 – 31 Jul 2016**	14 Nov 2015 – 04 Dec 2015  16 Apr 2016 – 06 May 2016	NIL  27 June – 29 July 2016 (5 weeks of Teaching Practice 1 during the vacation before Year 2)
Dip Ed Year 2 Dip PE Year 2 Dip Art Ed Year 2 Dip Music Ed Year 2	<b>Semester 1</b> TW: 10 Aug 2015 – 04 Dec 2015 R : 26 Sep 2015 – 04 Oct 2015 V : 05 Dec 2015 – 10 Jan 2016  <b>Semester 2</b> TW: 11 Jan 2016 – 20 May 2016 R : 12 Mar 2016 – 20 Mar 2016	14 Nov 2015 – 04 Dec 2015  9 May 2016 – 20 May 2016 (Beginning Teachers' Orientation Programme is compulsory)	NIL  22 February – 06 May 2016* (10 weeks of Teaching Practice 2)
Dip HE Ed (1-Year Prog) Dip Ed (1-year CL Prog)	<b>Semester 1</b> O+ : 27 Jul 2015 – 7 Aug 2015 TW: 10 Aug 2015 – 04 Dec 2015 R : 26 Sep 2015 – 04 Oct 2015 V : 05 Dec 2015 – 10 Jan 2016  <b>Semester 2</b> TW: 11 Jan 2016 – 20 May 2016 R : 12 Mar 2016 – 20 Mar 2016	-  9 May 2016 – 20 May 2016 (Beginning Teachers' Orientation Programme is compulsory)	NIL  22 February – 06 May 2016* (10 weeks of Teaching Practice 2)
Dip Art Ed (1-Year Prog) Dip Music Ed (1-Year Prog)	<b>Semester 1</b> O+ : 27 Jul 2015 – 7 Aug 2015 TW: 10 Aug 2015 – 04 Dec 2015 R : 26 Sep 2015 – 04 Oct 2015 V : 05 Dec 2015 – 10 Jan 2016  <b>Semester 2</b> TW: 11 Jan 2016 – 20 May 2016 R : 12 Mar 2016 – 20 Mar 2016	-  9 May 2016 – 20 May 2016 (Beginning Teachers' Orientation Programme is compulsory)	NIL  22 February – 06 May 2016* (10 weeks of Teaching Practice 2)
DISE (1-Year Prog)	<b>Semester 1</b> O+ : 27 Jul 2015 – 7 Aug 2015 TW: 10 Aug 2015 – 04 Dec 2015 R : 26 Sep 2015 – 04 Oct 2015 V : 05 Dec 2015 – 10 Jan 2016  <b>Semester 2</b> TW: 11 Jan 2016 – 20 May 2016 R : 12 Mar 2016 – 20 Mar 2016	-  -	NIL  22 February – 06 May 2016* (10 weeks of Practicum)

\* If NTU recess falls within the Practicum period, that programme will follow the school's one-week break

+ Orientation includes Registration of Courses

\*\* Practicum starts during vacation period

@ Student Teachers taking CS English Language will attend CELS sessions from 09 to 20 May 2016

## Applications

Candidates who are interested in the Diploma in Education programme can apply online through the Ministry of Education (MOE) website at [www.moe.gov.sg/careers/teach/diploma-education/](http://www.moe.gov.sg/careers/teach/diploma-education/). More information regarding the Diploma programme and the various application windows could be found on the website.

### Direct Application to NIE

Candidates can apply for entry into the Diploma programmes directly to NIE on a full fee-paying basis. Application forms can be downloaded from the website at [www.nie.edu.sg/teacher-ed/admissions](http://www.nie.edu.sg/teacher-ed/admissions). Applications normally open from mid-January to mid-March.

## ENTRY REQUIREMENTS FOR DIPLOMA PROGRAMMES

### (I) DIPLOMA IN EDUCATION PROGRAMME

#### 1 Entry Requirements into the Dip Ed Programme for GCE 'A' Level Holders

- (a) To be considered for admission, applicants for the Dip Ed programmes must possess:

#### For GCE 'A' Level Examinations Taken up to Year 2006

- (i) a Singapore-Cambridge GCE Advanced Level Examination Certificate or its equivalent with at least two advanced level passes and two ordinary level passes including a pass in General Paper (English) obtained in one or two sittings of the examination; and
- (ii) passes in at least five subjects including English as a First Language obtained at the Singapore-Cambridge GCE Ordinary Level Examination.

**For GCE 'A' Level Examinations Taken from Year 2007 Onwards**

- (i) a Singapore-Cambridge GCE Advanced Level Examination Certificate or its equivalent with passes in at least two subjects at H2 level and 2 subjects at H1 level including a pass in General Paper (or Knowledge and Inquiry at H2 level) taken in one or two sittings of the examination; and
  - (ii) where applicable, passes in at least five subjects including English as a First Language obtained at the Singapore-Cambridge GCE Ordinary Examination.
- (b) In addition to the requirements stipulated at (a), the following requirements must also be met for the specialisations indicated:

For *specialisation in teaching at primary school level*, where applicable, applicants must also possess a pass in Mathematics at least at the GCE Ordinary Level Examination.

For *specialisation in teaching Chinese/Malay/Tamil*, applicants must satisfy the requirements at (a) (i) above except that the pass in General Paper (English) is waived. In addition, applicants must possess:

- (i) a pass at least at Grade B3 in Higher Chinese/Higher Malay/Higher Tamil at the GCE Ordinary Level Examination;
- or
- (ii) a pass in Higher Chinese/Higher Malay/Higher Tamil or Chinese/Malay/Tamil at advanced level/H2 level or a pass at least at Grade A2 in Chinese/Malay/Tamil at

'AO' Level or a pass at least at Grade B in Chinese/Malay/Tamil at H1 level in the GCE Advanced Level Examination.

For *specialisation in teaching Music*, applicants must also possess ABRSM Grade 7 for Practical. Applicants who are shortlisted for this specialisation will be required to undergo a five-minute audition. The audition will include at least one of the following, viz perform prepared pieces on first and/or second instruments; sight read on first instrument; sight sing; harmonise simple melody on first/second instrument; or improvise a simple piece.

For *specialisation in teaching Art*, applicants must also possess a pass at least at Grade C in Art at 'A' Level or H2 level in the GCE Advanced Level Examination or Grade A2 in Art at the GCE Ordinary Level Examination. Applicants who are shortlisted for this specialisation will be required to attend an art-focused interview.

- (c) Applicants may be required to sit for the Entrance Proficiency Test and other tests.

## **2 Entry Requirements into the Dip Ed Programme for International Baccalaureate Diploma Holders**

- (a) To be considered for admission, applicants for the Dip Ed Programme must possess:
  - (i) A good overall IB Diploma score;
  - (ii) Pass at least at grade 4 in English and Mathematics done at standard level; and
  - (iii) Where applicable, a minimum grade of C6 in at least five subjects including English as a First Language taken at the GCE 'O' Level Examination.

- (b) **In addition** to the requirements stipulated at (a), the following requirements must also be met for the specialisations indicated:

For **specialisation in teaching at primary school level**, where applicable, applicants must also possess a pass in Mathematics at least at the GCE Ordinary Level Examination.

For ***specialisation in teaching Chinese/Malay/Tamil***, applicants must also possess:

- (i) a pass at least at Grade B3 in Higher Chinese/Higher Malay/Higher Tamil at the GCE Ordinary Level Examination

or

- (ii) a pass at least at grade 4 for Chinese/Malay/Tamil Language done at higher level or a pass at least at grade 6 for Chinese/Malay/Tamil Language done at standard level.

For ***specialisation in teaching Music***, applicants must also possess ABRSM Grade 7 for Practical. Applicants who are shortlisted for this specialisation will be required to undergo a five-minute audition. The audition will include at least one of the following, viz perform prepared pieces on first and/or second instruments; sight read on first instrument; sight sing; harmonise simple melody on first/second instrument; or improvise a simple piece.

For ***specialisation in teaching Art***, applicants must also possess at least grade 4 for Art done at higher level or a pass at least grade 6 for Art done at standard level. Applicants who are shortlisted for this specialisation will be required to attend an art-focused interview.

- (c) Applicants may be required to sit for the Entrance Proficiency Test and other tests.

### **Entry Requirements into the Dip Ed Programme for Polytechnic Diploma Holders**

Polytechnic Diploma holders are eligible to apply for admission to the Teaching at Primary School Level Specialisation in the Diploma in Education Programme if they possess the following:

- (a) a Polytechnic Diploma; and
- (b) passes in at least five subjects including Mathematics and English as a First Language obtained at the Singapore-Cambridge GCE Ordinary Level Examination.
- (c) Applicants may be required to sit for the Entrance Proficiency Test and other tests.

### **(II) DIPLOMA IN PHYSICAL EDUCATION PROGRAMME**

#### **Entry Requirements into the Dip PE Programme for GCE 'A' Level Holders**

- (a) To be considered for admission, applicants for the Dip PE programme must possess:

#### **For GCE 'A' Level Examinations Taken up to Year 2006**

- (i) a Singapore-Cambridge GCE Advanced Level Examination Certificate or its equivalent with at least two advanced level passes and two ordinary level passes including a pass in General Paper (English) obtained in one or two sittings of the examination;
- (ii) passes in at least five subjects including English as a First Language obtained at the Singapore-Cambridge

- GCE Ordinary Level Examination, where applicable;  
and
- (iii) a pass in Mathematics at least at the GCE 'Ordinary Level Examination.

**For GCE 'A' Level Examinations Taken from Year 2007 Onwards**

- (i) a Singapore-Cambridge GCE Advanced Level Examination Certificate or its equivalent with passes in at least two subjects at H2 level and 2 subjects at H1 level including a pass in General Paper (or Knowledge and Inquiry at H2 level) taken in one or two sittings of the examination; and
- (ii) where applicable, passes in at least five subjects including English as a First Language obtained at the Singapore-Cambridge GCE Ordinary Examination.

**For International Baccalaureate Diploma Holders**

- (i) A good overall IB Diploma score;
  - (ii) Pass at least at grade 4 in English and Mathematics done at standard level; and
  - (iii) where applicable, a minimum grade of C6 in at least five subjects including English as a First Language taken at the GCE 'O' Level Examination.
- (b) Applicants will need to demonstrate an interest and ability in Physical Education and Sports as well as undergo a series of physical proficiency tests.
  - (c) Applicants may be required to sit for the Entrance Proficiency Test and other tests.

## **Entry Requirements into the Dip PE Programme for Polytechnic Diploma Holders**

Polytechnic Diploma holders are eligible to apply for admission to the Teaching Physical Education at Primary School Level Specialisation in the Diploma in Physical Education Programme if they possess the following:

- (a) a Polytechnic Diploma; and
- (b) passes in at least five subjects including Mathematics and English as a First Language obtained at the Singapore-Cambridge GCE Ordinary Level Examination.

Applicants may be required to sit for an Entrance Proficiency Test and other tests. Applicants who propose to read Physical Education must have passed the Physical Proficiency Test conducted by the Physical Education and Sports Science Academic Group before admission.

### **(III) DIPLOMA IN ART/MUSIC EDUCATION PROGRAMME**

#### **1) Entry Requirements for Two-Year Diploma in Art Education Programme (Primary):**

- (a) a NAFA or LASALLE College or Polytechnic Diploma in Art or Art-related fields or International Baccalaureate Diploma or Singapore-Cambridge GCE Advanced Level Certificate with passes in at least two subjects at 'A'/H2 Level and two subjects at 'AO'/H1 Level including a pass in General Paper (or Knowledge and Inquiry at H2 Level) taken in one or two sittings of the examination;
- (b) passes in at least five subjects including English as a First Language obtained at the Singapore-Cambridge

GCE Ordinary Level Examination; and

- (c) evidence of Art qualifications.

Shortlisted applicants must pass an art-focused interview conducted by NIE.

**2) Entry Requirements for Two-Year Diploma in Art Education Programme (Secondary):**

- (a) a NAFA or LASALLE College Diploma in Fine Art and
- (b) passes in at least five subjects including English as a First Language obtained at the Singapore-Cambridge GCE Ordinary Level Examination.

Shortlisted applicants must pass an art-focused interview conducted by NIE.

**3) Entry Requirements for Two-Year Diploma in Music Education Programme (Primary):**

- (a) a NAFA or LASALLE College or Polytechnic Diploma in Music or Music-related fields or International Baccalaureate Diploma or Singapore-Cambridge GCE Advanced Level Certificate with passes in at least two subjects at 'A'/H2 Level and two subjects at 'AO'/H1 Level including a pass in General Paper (or Knowledge and Inquiry at H2 Level) taken in one or two sittings of the examination;
- (b) passes in at least five subjects including English as a First Language obtained at the Singapore-Cambridge GCE Ordinary Level Examination; and
- (c) candidates without Music-related Diplomas should possess Music qualifications and/or evidence of

alternative modes of training in music.

Shortlisted applicants must pass a music audition conducted by NIE.

**4) Entry Requirements for Two-Year Diploma in Music Education Programme (Secondary):**

- (a) a NAFA or LASALLE College Diploma in Music and
- (b) passes in at least five subjects including English as a First Language obtained at the Singapore-Cambridge GCE Ordinary Level Examination.

Shortlisted applicants must pass a music audition conducted by NIE.

**5) Entry Requirements for One-Year Diploma in Art Education Programme for Holders of NAFA's Diploma in Art (Teaching):**

- (a) successful completion of the three-year Diploma in Art (Teaching) conducted by NAFA; and
- (b) passes in at least five subjects including English as a First Language and good grades in Art obtained at the Singapore-Cambridge GCE Ordinary Level Examinations.

**6) Entry Requirements for One-Year Diploma in Music Education Programme for Holders of NAFA's Diploma in Music (Teaching):**

- (a) successful completion of the three-year Diploma in Music (Teaching) conducted by NAFA;
- (b) passes in at least five subjects including English as a First Language obtained at the Singapore-Cambridge

GCE Ordinary Level Examinations: and

- (c) Good grades (at least Grade 6 Practical and Grade 5 Theory) from acceptable music examination boards or a pass in Music at the GCE 'O' Level Examinations.

#### **(IV) DIPLOMA IN HOME ECONOMICS EDUCATION PROGRAMME (1-YEAR)**

**Entry Requirements for One-Year Diploma in Home Economics Education Programme for Holders of Temasek Polytechnic's Diploma in Consumer Science & Technology**

- (a) successful completion of the three-year Diploma in Consumer Science and Technology conducted by Temasek Polytechnic; and
- (b) passes in at least five subjects including English as a First Language, Mathematics (Elementary or Additional), one Science subject and any two other subjects obtained at the Singapore-Cambridge GCE Ordinary Level Examination.

#### **(V) DIPLOMA IN EDUCATION PROGRAMME (CHINESE LANGUAGE) (1-YEAR)**

**Entry Requirements for One-Year Diploma in Education (Chinese Language) Programme for Holders of Ngee Ann Polytechnic's Diploma in Chinese Studies**

- (a) successful completion of the three-year Diploma in Chinese Studies conducted by Ngee Ann Polytechnic; and

- (b) passes in at least five subjects obtained at the Singapore-Cambridge GCE Ordinary Level Examination. The passes must include at least grade C5 in English as a First Language as well as either grade B4 in Higher Chinese Language or grade A2 in Chinese Language.

## **(VI) DIPLOMA IN SPECIAL EDUCATION PROGRAMME**

### **1) Entry Requirements for One-Year Diploma in Special Education Programme for Special Education Schools' Teachers**

- (a) Two 'A' level/H2 and two 'AO' level/H1 subjects including General Paper,

OR

A polytechnic diploma;

OR

A good IB overall Diploma score

- (b) Passes in at least five subjects including Mathematics and English as a First Language obtained at the Singapore-Cambridge GCE Ordinary Level Examination; and
- (c) A minimum of one month relevant experience.

### **2) Entry Requirements for One-Year Diploma in Special Education Programme for Allied Educator (Learning & Behavioural Support) Officers**

- (a) Two 'A' level/H2 and two 'AO' level/H1 subjects including General Paper,

OR

A polytechnic diploma;

OR

A good overall IB Diploma score; and

- (b) Passes in at least five subjects including Mathematics and English as a First Language obtained at the Singapore-Cambridge GCE Ordinary Level Examination.

Applicants may be required to sit for the Entrance Proficiency Test and other tests.

**NO STUDENT TEACHER MAY PURSUE CONCURRENTLY ANY PROGRAMME OF STUDY AT ANOTHER INSTITUTION OF LEARNING WHEN ENROLLED AS A FULL-TIME STUDENT TEACHER AT THIS INSTITUTE.**

## **Examinations, Assessment of Coursework & Practicum**

Different modes of assessment have been built into the coursework. These include tests/practical tests, essay assignments, project work, progress ratings and examinations. Examinations will be held at the end of each semester. There will be no supplementary examinations. No special examination will be held for student teachers who are not able to take any paper because of illness or other special reason. Such student teachers and those who fail an examination will be allowed to take the examination only on the next occasion when it is conducted.

Student teachers must successfully complete all the prescribed academic unit requirement as set out by the programme curriculum and earn a minimum Cumulative Grade Point Average (CGPA) of 2.00 at the end of the final semester of study before qualifying for the award of the Diploma. Student teachers are responsible for ensuring that they register for all the courses and examinations necessary to fulfil the requirements of their programme of study. Student teachers are not allowed to re-take an examination in order to improve on the grades of courses they have passed. The grades for a course taken by any student teachers in all attempts are reflected on the official transcript. The diploma classification will be based on the CGPA student teachers obtain throughout their programme of study as well as performance in Practicum. Credit earned in other approved institutions will be excluded from CGPA computation. Under normal circumstances, no candidate pursuing a two-year diploma programme will be permitted to take more than three years to complete the programme of study and pass the examination for Diploma programmes. In the case of student teachers pursuing a one-year diploma programme, no candidate will be permitted to take more than two years to complete the programme of study and pass the examination for the Diploma Programmes.

## Grade Point Average (GPA) System

The Grade Point Average (GPA) system is applicable all student teachers admitted to Year 1 with effect from the academic year 2005-2006.

- Grade and grade points are assigned as follows:

Letter-Grade	Grade Point	Academic Unit (AU)
A+	5.00	AU is earned
A	5.00	
A-	4.50	
B+	4.00	
B	3.50	
B-	3.00	
C+	2.50	
C	2.00	
D+	1.50	
D	1.00	
F	0.00	No AU is earned

- The following non-letter grades and notations are also used, but will not be counted in computation of CGPA

*	-	Courses with Pass/Fail grading only
IP	-	In-Progress
ABS	-	Absent (with valid reasons)
DIST/CR/P/F	-	Distinction/Credit/Pass/Fail (Grading for Practicum only)

- The Cumulative Grade Point Average (CGPA) represents the grade average of all courses (including failed courses) attempted by a student teacher.

The computation of CGPA is as follows:

$$\frac{[\text{Grade Point} \times \text{AU for course 1}] + [\text{Grade Point} \times \text{AU for course X}] + \dots}{[\text{Total AU attempted in all the semesters so far}]}$$

- 4 The CGPA will be reflected on student teachers' transcripts.
- 5 An 'F' grade obtained in a course, and a new grade attained for the subsequent repeat, will be both reflected on the transcript. Both grades will also be counted in the computation of CGPA. No AU is earned for courses with 'F' grade.
- 6 Student teachers are not allowed to repeat any courses taken except those with 'F' grade.
- 7 **The requirements for graduation are as follows:**
  - a) Successful completion of the prescribed academic unit requirement as set out by the programme curriculum.
  - b) A minimum CGPA of 2.00 is required at the end of the final semester of study.
- 8 **The criteria for satisfactory academic standing in any given semester are:**
  - a) Maintaining a minimum CGPA of 2.00
  - b) Completing at least 75% of the normal AU workload
- 9 **Student teachers with poor standing will be subjected to the following performance review:**
  - a) Academic Warning – if the CGPA falls below 2.00 for any given semester.

- b) Academic Probation – if the CGPA falls below 2.00 for the following semester.
- c) Academic Termination – if the CGPA falls below 2.00 for the 3<sup>rd</sup> consecutive semester, or at the end of the final semester of study. A letter of termination will be issued.

Appeal against termination on the grounds of extenuating circumstances may be made, subject to the following rules:

- The appeal must be submitted to NIE by the end of the 1<sup>st</sup> week of the semester following the termination.
  - Normally only one appeal is allowed per candidature.
- 10 A minimum CGPA of 2.00 must be maintained at the end of each semester to qualify for the overloading of courses.
- 11 The cut-off CGPA for Diploma programme classification is as follows:

Class of Award	CGPA Range	Minimum Final Practicum Grade *
Distinction	4.50 – 5.00	Credit
Credit	3.50 – 4.49	Pass
Pass	2.00 – 3.49	Pass

\* The final Practicum Grade is based on the grade obtained at the first attempt for Teaching Practice. A student teacher who fails at the first attempt for Teaching Practice but subsequently passes it is only eligible for the Pass Award for the Diploma regardless of the grade obtained for repeat Teaching Practice and the CGPA obtained.

## **Certificate in English Language Studies (CELS)**

Dip Ed Primary student teachers studying English Language as a Curriculum Studies (CS) are required by the Ministry of Education to do language enhancement courses leading to the Certificate in English Language Studies (CELS). Spread over the two years of the Dip Ed programme, CELS courses are designed to benefit student teachers in two ways: to equip them with the content knowledge for teaching English confidently, and to enhance their language and communication skills so that they can serve as good models of spoken and written English.

## **The Meranti Project**

The Meranti Project is a personal and professional development programme specially tailored for student teachers. The programme is experiential in nature where student teachers experience the core competencies of social emotional learning, share their personal aspirations with their peers and express their opinions about their chosen career in an open and supportive environment. Through informal dialogue with veteran teachers and school students, The Meranti Project gives student teachers the opportunity of learning firsthand from teachers' experiences and student learners' perspectives. (The Meranti Project does not cater to student teachers in the DISE Programme.)

At the end of the programme, student teachers will develop better self-awareness, a clearer idea of what Character and Citizenship Education (CCE) entails and one's role in nurturing CCE in innovative ways. It also aims to develop better ideas of working with diversity in the classroom, strategies for coping with being a teacher, and an affirmation of choosing teaching as a career.

## **Talks, Seminars, Workshops and Other Activities**

During the period of training, student teachers are expected not only to study diligently but also to participate actively in talks, seminars, workshops and other activities organised for them. These activities form an integral part of the programme.

## **Academic Integrity**

The Institute advises all student teachers to respect all copyrighted works and encourages the purchase of original textbooks and/or other copyrighted materials that are required for their programme of study. Student teachers should not plagiarise or pass off as their own, the writing or ideas of another, without acknowledging or crediting the source from which the ideas are taken.

The Institute takes a serious view of any form of plagiarism and infringement of copyright by student teachers. A contravention of the provisions of the Copyright Act is deemed to be a breach of the Institute's rules and regulations, which could result in disciplinary action. Cheating, plagiarism and other forms of academic dishonesty are considered serious offences for which disciplinary penalties will be imposed.

Please refer to the NIE Academic Integrity Framework available on the NIE Portal for more details.

## **Academic Structure of Programmes**

## Structure of Diploma Programmes

### Core Courses and Prescribed Electives:

The programmes comprise five main areas of study which are classified under core courses and prescribed electives:

*Core courses* : Compulsory courses that must be passed to fulfil programme requirements;

*Prescribed Electives:* Electives that form a certain field of specialisation in a particular programme.

## Contents of Programmes

The main areas of study in the Diploma programmes are:

- (a) Education Studies
- (b) Curriculum Studies
- (c) Subject Knowledge
- (d) Practicum
- (e) Language Enhancement and Academic Discourse Skills
- (f) Academic Subject (*for Dip PE only*)

### Education Studies

This category of study is compulsory and should be taken by all student teachers. Student teachers will learn the key concepts and principles of education necessary for effective teaching and reflective practice in schools.

### Curriculum Studies

This category is designed to give student teachers the skills to teach their subjects. They will be trained in the methods and techniques of teaching these subjects.

## a) Diploma in Education Programmes

### **Dip Ed (Teaching General Subjects at the Primary Level) Programme**

Student teachers will take three of the following Curriculum Studies subjects:

- The Teaching of English Language
- The Teaching of Mathematics
- The Teaching of Social Studies

Student teachers under the **Two-Year Dip Ed (Teaching of CL/ML/TL at the Primary Level)** programme will take the following Curriculum Studies subjects:

- CS1 : The Teaching of Chinese or Malay or Tamil Language
- CS2 : The Teaching of Moral Education (Chinese or Malay or Tamil)

Student Teachers under the **One-Year Dip Ed (Teaching of CL at the Primary Level)** Programme will take the following Curriculum Studies Subjects:

- CS1: The Teaching of Chinese Language
- CS2: The Teaching of Moral Education (Chinese)\*

\* Student teachers would have taken CS2 as part of their Diploma in Chinese Studies, during their one semester attachment at NIE.

Student teachers under the **Dip Ed (Teaching of ML/TL at the Secondary Level)** programme will take the following Curriculum Studies subjects:

CS1 : The Teaching of Malay or Tamil Language

CS2 : The Teaching of Malay or Tamil Literature

Student teachers under the **Dip Ed (Teaching of Art/Music)** programme will take the following Curriculum Studies subjects:

CS1 : The Teaching of Art or Music

CS2 : The Teaching of English Language or Mathematics at Lower Secondary Level

#### **b) Diploma in Physical Education Programme**

Throughout the duration of their programme, **Dip PE** student teachers will take compulsory PE Curriculum Studies courses as their CS1. They will select **either** The Teaching of English Language **or** The Teaching of Mathematics as their CS2.

#### **c) Diploma in Art/Music/Home Economics Education Programmes**

Student teachers under the **Dip Art/Music/HE Ed** programmes specialise in the methodology of teaching their specialist subject at the secondary school level.

#### **d) Diploma in Special Education**

Special Education School teachers (SSTs) as well as the Allied Educator (Learning & Behavioural Support) Officers [AEDs(LBS)] under the Diploma in Special Education programme will take the Special Education courses as their

## Curriculum Studies Subjects.

### **Subject Knowledge**

This area of study aims to reinforce subject content for student teachers. It is aimed at making sure our student teachers will be secure in the content of the school curriculum.

The subject chosen in this area must align with the curriculum studies subject areas.

Student teachers under the one-year Dip HE Ed programme are exempted from this component.

### **Practicum**

The Practicum courses are compulsory for all student teachers.

Teaching Practicum is a very important component of the diploma programme. Student teachers will apply their knowledge and skills for the teaching subjects they are trained in and develop their teaching competencies in a variety of instructional contexts and at different levels under the guidance and supervision of cooperating teachers, school coordinating mentors and university lecturers. They will learn from experienced school mentors about the schooling process and prepare themselves for their roles and responsibilities in teaching.

The Practicum will allow student teachers to draw upon the knowledge and skills acquired in the Education Studies, Curriculum Studies and Subject Knowledge courses to develop their contextualised pedagogical knowledge.

Depending on whether it is a one- or two-year programme, the

Practicum will either be one 10-week school attachment period, or comprise two school attachment periods, namely, a 5-week Teaching Practice 1 (TP1), and a 10-week Teaching Practice 2 (TP2).

### **Language Enhancement and Academic Discourse Skills (LEADS)**

This component is aimed at improving the use of oral and written language in teaching.

### **Academic Subject (*for Dip in PE only*)**

**Dip PE** student teachers will study one Academic Subject, which will be Physical Education.

**Diploma in Education Programme  
(Teaching General Subjects at Primary Level)**

## Curriculum Structure for Dip Ed Programme Teaching General Subjects at Primary Level

The curriculum structure of the Dip Ed (Primary) (General) Programme is shown in Table 1 below:

**Table 1: Curriculum Structure for Dip Ed Programme  
(Teaching General Subjects at Primary Level)**

### *Year 1*

Category/ Subject	Course Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	DED001	Professional Practice and Inquiry I	0
	DED002	Professional Practice and Inquiry II	1
	DED106	Teaching and Managing Learners at the Primary Level	2
	DED107	ICT for Meaningful Learning	2
	DED109	Educational Psychology: Theories and Application for Learning and Teaching	1
	DED110	Assessing Learning and Performance	1
	DED111	Group Endeavours in Service Learning	1
<b>CURRICULUM STUDIES</b>			
<b>(Select 3 Curriculum Studies areas)</b>			
English Language	DCE100	Teaching Reading and Writing 1	3
Mathematics	DCM100	Teaching and Learning of Primary Mathematics I	3
Science	DCS100	Curriculum and Pedagogy for Primary Science	3
Social Studies	DCL100	Teaching Social Studies in the Primary Classroom I	3

*cont'd*

Category/ Subject	Course Code	Title	No. of AUs
<b>SUBJECT KNOWLEDGE</b>			
(Select 3 Subject Knowledge areas aligned with the Curriculum Studies subjects)			
English Language	DSE100	Grammar	3
	DSE102	Exploring the Language & Structure of Texts	3
Mathematics	DSM100	Number Topics	3
	DSM101	Geometry Topics	3
Science	DSS100	Selected Topics for Primary Science Teaching (Biological Science)	3
Social Studies	DSL102	Identity and Community	2
	DSL103	Singapore: Challenges and Responses	2
<b>LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS</b>			
	DLK101	English for Academic and Professional Purposes	2
<b>PRACTICUM</b>			
	DPR102	Teaching Practice 1	3

Note: 1) In addition to the core courses and the required number of prescribed electives, student teachers are required by the Ministry of Education to undertake a compulsory Certificate in English Language Studies (CELS). Description of CELS is available in page 23.

## *Year 2*

Category/ Subject	Course Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	DED201	The Social Context of Teaching and Learning	1
	DED202	Character and Citizenship Education	1
<b>CURRICULUM STUDIES</b>			
<b>(Further studies in the 3 Curriculum Studies subjects taken in Year 1)</b>			
English Language	DCE200	Teaching Reading and Writing 2	3
	DCE201	Teaching Oral Communication	2
Mathematics	DCM200	Teaching and Learning of Primary Mathematics II	3
	DCM201	Teaching and Learning of Primary Mathematics III	2
Science	DCS200	Assessment Modes and Resource Management in Primary Science	3
	DCS201	Innovations in Design and Practices for Primary Science	2
Social Studies	DCL200	Teaching Social Studies in the Primary Classroom II	3
	DCL201	Managing Diversity in the Social Studies Classroom	2
<b>(Further studies of the Subject Knowledge area taken in Year 1)</b>			
Science	DSS201	Selected Topics for Primary Science Teaching (Physical Science)	3
Social Studies	DSL201	Asian Civilisations: Origins and Legacies	2
<b>LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS</b>			
	DLK201	Communication Skills for Teachers	2
<b>PRACTICUM</b>			
	DPR202	Teaching Practice 2	12

## Contents of Core Courses and Prescribed Electives

### Education Studies

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
<b>1</b>	DED001	Professional Practice and Inquiry I	Core	0	-
	DED002	Professional Practice and Inquiry II	Core	1	-
	DED106	Teaching and Managing Learners at the Primary Level	Core	2	-
	DED107	ICT for Meaningful Learning	Core	2	-
	DED109	Educational Psychology: Theories and Application for Learning and Teaching	Core	1	-
	DED110	Assessing Learning and Performance	Core	1	-
	DED111	Group Endeavours in Service Learning	Core	1	-
<b>2</b>	DED201	The Social Context of Teaching and Learning	Core	1	-
	DED202	Character and Citizenship Education	Core	1	-

### DED001 Professional Practice and Inquiry I

This course provides the foundation for student teachers to understand the process of integrating and aggregating their learning, be reflective and establish the theory-practice connection to their practice. In particular, this course will provide avenues for student teachers to (i) explore and reflect on their beliefs as teachers, (ii) understand the process of inquiring into their teaching and (iii) articulate their growing understanding of what constitutes a 21<sup>st</sup> century educator pivoted on NIE's value-based V<sup>3</sup>SK framework.

## **DED002 Professional Practice and Inquiry II**

This course builds on Professional Practice and Inquiry I. Embedded within the PPI course in the use of an e-Portfolio to facilitate student teachers' construction of their conceptual framework of learning and teaching. This course aids the aggregation and integration of student teachers' learning from the various courses in NIE to prepare them for their teaching practice. During teaching practice, the e-Portfolio facilitates student teachers' inquiry into their own practice with a focus on the Theory-Practice Nexus. In addition, student teachers articulate their growing understanding of what constitutes good teaching in relation to NIE's Graduated Teacher Competencies (GTC).

## **DED106 Teaching and Managing Learners at the Primary Level**

Mainstream primary schools in Singapore attend to pupils of various needs and abilities across their different stages of development. This requires relevant classroom management skills and pedagogical approaches to effectively meet their learning and development needs.

This course aims to equip student teachers with relevant knowledge and skills in managing learning and behaviour of pupils in order to create a safe, inclusive and productive classroom environment. The theory-practice link to strengthen competencies of student teachers with respect to classroom management challenges will be emphasized. Student teachers will also be provided with opportunities to reflect on their personal philosophy for classroom management.

## **DED107 ICT for Meaningful Learning**

This course prepares student teachers to engage learners in meaningful learning with the use of ICT. Student teachers will learn to analyse the affordances of technology tools for promoting meaningful learning. Opportunities will be provided for student teachers to analyse critical issues related to designing technology-enabled lessons, supported by appropriate instructional strategies. They also need to consider appropriate measures in ensuring cyber wellness. Student teachers will be assessed for their skills and knowledge in designing meaningful ICT-enabled teaching and learning activities teaching and learning activities.

## **DED109 Educational Psychology: Theories and Applications for Learning and Teaching**

This course provides the foundation for understanding learners, learner development, and the psychology of learning. The ways in which these aspects influence the processes of learning will be considered, and proactive approaches to enhancing student motivation, learning, and thinking explored. Theories with a focus on students' psychosocial and cognitive development will be introduced and its implications for classroom-practice considered. In particular, the course will consider areas such as why and how some students learn or fail to learn, and how students' intellectual, social, emotional, and personal development occurs.

## **DED110 Assessing Learning and Performance**

This course provides participants with the ability to understand and apply the basic principles of educational assessment. The course will discuss the principles of educational measurement of learning. It aims to equip future teachers with the necessary knowledge and skills to monitor, appraise and evaluate learners' content knowledge, progress and performance achievement. This course will cover traditional paper and pencil testing methods and performance-based, authentic assessment procedures. The course will also include discussions on using assessment for learning.

## **DED111 Group Endeavours in Service Learning**

Group Endeavours in Service Learning (GESL) is a service-learning community engagement project which is mandatory for all student teachers. Student teachers work in groups of about 20 on a service-learning project that they craft together in partnership with an/several organization(s). GESL provides the opportunity for groups to broaden their knowledge and understanding of underserved communities. Service and learning objectives are determined before the group commence on their project. Each group has a staff mentor who mentors, guides, and eventually assesses the group on their project. GESL seeks to empower student teachers through a hands-on approach of finding out the needs of the community and serving them. It is hoped that through the experience of conducting a service-learning project, each student teacher would develop social-emotional learning competencies, project management skills, teamwork, needs analysis, decision-making, and empathy towards the communities they serve.

## **DED201 The Social Context of Teaching and Learning**

This course aims to promote deeper understanding about the socio-political development of the Singapore education system among pre-service teachers at the National Institute of Education. They will appreciate the functions of the education system in socializing citizens for economic, political and social roles in the context of a multi-ethnic and multicultural society. They will have the opportunity to understand the rationale of major education policies and new government initiatives that impact the work of school

leaders, teachers, students and other stakeholders in order to achieve the Desired Outcomes of Education laid out by the Ministry of Education. At the same time, they will be made aware of the diverse and multiple roles that are played by teachers in the education system. It is hoped that pre-service teachers will become aware of the challenges that teachers face when engaging in pedagogical developments and initiatives in schools, and be empowered to become innovative, effective and caring teachers. Pre-service teachers are encouraged to link the content learnt in this course to what they have learnt in other courses at NIE, as they discuss major challenges and issues in the Singapore education system.

## **DED202 Character and Citizenship Education**

This course helps pre-service teachers to understand the key concepts and issues in Character and Citizenship Education (CCE) and get a good grasp of their roles in CCE in school. As schools play a nurturing role in the development of students, teachers have the responsibility to be aware of their professional commitments with regard to CCE: What roles do teachers play in the character development of students? What are the relevant attitudes, knowledge and skills that teachers should possess to enable them to contribute meaningfully to the character development of their students in schools? How should teachers introduce students to the notions of citizenship through citizenship education?

Hence, the CCE course will allow pre-service teachers in NIE to learn about character development, elements of citizenship, key approaches and

pedagogies for CCE, as well as current MOE CCE policy and curriculum. Furthermore, the course will emphasize the relevant knowledge and skills teachers will need in order to deliver the CCE curriculum. Pre-service teachers will learn about the policies associated with CCE and be given opportunities to discuss the implementation of CCE in their future roles as teachers.

## CURRICULUM STUDIES

### The Teaching of English Language

Year	Course Code	Title	Course Category	No of AUs	Pre-requisites
1	DCE100	Teaching Reading and Writing 1	Core	3	-
2	DCE200	Teaching Reading and Writing 2	Core	3	-
	DCE201	Teaching Oral Communication	Core	2	-

Certificate in English Language Studies (CELS)

Dip Ed student teachers studying English Language as a Curriculum Studies (CS) are required by the Ministry of Education to do language enhancement courses leading to the Certificate in English Language Studies (CELS). Description of CELS is available in page 23.

#### DCE100 Teaching Reading and Writing 1

This course will equip student teachers with the knowledge of instructional and learning processes and strategies to teach reading and writing at the lower primary levels. Student teachers will learn how language is learnt at home and in school so that they will be able to select teaching strategies that are appropriate for multilingual classrooms. They will become familiar with the MOE 2010 English Language Syllabus, and the methods of monitoring and assessing pupils' reading and writing at the lower primary levels. Student teachers will also learn how to use children's texts and text books as resources for teaching reading and writing at these levels.

#### DCE200 Teaching Reading and Writing 2

This course will equip student teachers with the strategies for teaching reading and writing at the upper primary levels. Student teachers will learn strategies for teaching the reading and writing of

fiction, non-fiction and multimodal texts, monitoring and assessing reading and writing and how to integrate grammar and vocabulary teaching with these strategies. The MOE 2010 English Language Syllabus will be revisited to identify the learning outcomes to be achieved at the upper primary levels.

## **DCE201 Teaching Oral Communication**

This course will focus on the teaching and assessment of children's oral communication skills. Student teachers will learn how to teach children to express themselves in oral presentations as well as in group discussions. Student teachers will become familiar with the learning outcomes for oral communication as specified in the MOE 2010 English Language Syllabus and learn how to plan lessons using a range of resources to teach speaking, representing, listening and viewing.

## The Teaching of Mathematics

Year	Course Code	Title	Course Category	No of AUs	Pre-requisites
1	DCM100	Teaching and Learning of Primary Mathematics I	Core	3	-
2	DCM200	Teaching and Learning of Primary Mathematics II	Core	3	-
	DCM201	Teaching and Learning of Primary Mathematics III	Core	2	-

### DCM100 Teaching and Learning of Primary Mathematics I

Overview of the Singapore Primary Mathematics Curriculum; NE infusion; Preparation of Scheme of Work and Lesson Plans; Pedagogical Strategies and Psychological Theories; Teaching of Whole Numbers, Fractions, Decimals, Percentage, Ratio, Rate and Speed. [Discussion of the use of ICT and common pupil errors will be included in the teaching of the various topics.]

### DCM200 Teaching and Learning of Primary Mathematics II

Teaching Problem Solving and Investigations. Mathematical Reasoning, Communication and Connections. Mathematical Modelling. Teaching of Geometry, Measurement, Data Analysis, and Algebra. [Discussion of the use of ICT and common pupil errors will be included in the teaching of the various topics.]

## **DCM201 Teaching and Learning of Primary Mathematics III**

This course covers two broad areas: (a) Various traditional assessment modes in Mathematics and the use of these modes in schools to assess pupil performance, in particular, the planning and construction of test items and (b) Practice of teaching skills, including catering for pupils of mixed abilities.

## The Teaching of Science

Year	Course Code	Title	Course Category	No of AUs	Pre-requisites
1	DCS100	Curriculum and Pedagogy for Primary Science	Core	3	-
2	DCS200	Assessment Modes and Resource Management in Primary Science	Core	3	-
	DCS201	Innovations in Design and Practices for Primary Science	Core	2	-

### DCS100 Curriculum and Pedagogy for Primary Science

The nature of science and scientific inquiry for young children will be the central guiding principles in this course. Beginning teachers will gain an overview of the aims, goals, and objectives of the primary science curriculum from the analyses of syllabuses, textbooks, and other curricular materials with respect to educational policies in Singapore. Drawing on contemporary learning theories and research findings, various teaching methods and practices in primary science will be taught through lectures and practical work.

### DCS200 Assessment Modes and Resource Management in Primary Science

The course provides instruction in assessment literacy in primary science. Formal/non-formal methods of assessment as well as the construction and analyses of tests and practical work will be taught. Learners will also know how to use multimodal resources for teaching in and out of the classroom and provide holistic and helpful feedback.

## **DCS201 Innovations in Design and Practices for Primary Science**

This course introduces student teachers to innovative ways of teaching and learning science both within and outside the classroom through collaborative inquiry activities. Learners will also critically practice and reflect on their teaching skills with respect to curriculum planning, instruction and assessing for understanding.

## The Teaching of Social Studies

Year	Course Code	Title	Course Category	No of AUs	Pre-requisites
1	DCL100	Teaching Social Studies in the Primary Classroom I	Core	3	-
2	DCL200	Teaching Social Studies in the Primary Classroom II	Core	3	-
	DCL201	Managing Diversity in the Social Studies Classroom	Core	2	-

### DCL100 Teaching Social Studies in the Primary Classroom I

This course aims to develop in student teachers an understanding of the nature, scope and goals of Social Studies in the context of the Singapore primary curriculum. It seeks to equip them with a variety of effective teaching strategies such as the concept attainment strategies, story-telling and story-reading, and dramatic techniques that are suitable for teaching the key concepts in the syllabus. Relevant resources for Social Studies will be explored. Student teachers will also learn how to organise pupils using cooperative learning for effective group work, and assess pupil learning.

### DCL200 Teaching Social Studies in the Primary Classroom II

This course aims to provide student teachers with further strategies for teaching the Singapore Primary Social Studies syllabus. There will be reinforcement of understandings and skills in planning effective units of instruction incorporating the inquiry approach, cooperative learning and ICT in enhancing learning in the classroom. The principles and practice of

organizing and conducting fieldwork will also be covered.

## **DCL201 Managing Diversity in the Social Studies Classroom**

This course aims to provide student teachers with the knowledge and skills to cater to diversity in the classroom. The principles, approaches and strategies for differentiated instruction will be introduced during the course.

## SUBJECT KNOWLEDGE

### English Language

Year	Course Code	Title	Course Category	No of AUs	Pre-requisites
1	DSE100	Grammar	Core	3	-
	DSE102	Exploring the Language & Structure of Texts	Core	3	-

#### DSE100 Grammar

This course introduces student teachers to the grammatical structures of the English Language, enabling them to understand the language requirements of the MOE 2010 English Language Syllabus. Through examining the grammatical systems of English in selected types of texts, the course explores ways of explaining grammar in use.

#### DSE102 Exploring the Language & Structure of Texts

In this course, student teachers will understand how language is used in different types of texts to achieve different purposes. They will study both fiction and non-fiction texts written for children, and will learn how to analyse these types of texts in terms of context, purpose and audience and to identify organisational structure, as well as key language features. The course aims to show student teachers how all these features of texts work together and are used by readers and writers to communicate and construct meaning.

## Mathematics

Year	Course Code	Title	Course Category	No of AUs	Pre-requisites
1	DSM100	Number Topics	Core	3	-
	DSM101	Geometry Topics	Core	3	-

### DSM100 Number Topics

This course provides the foundational understanding of arithmetic topics which form a major portion of the primary mathematics curriculum. Problem solving processes will be introduced and re-visited in the different topics. Course topics are: Problem solving; Foundations of the Hindu-Arabic System; Algorithms on number operations in a place value system; Classification of number systems; Divisibility; Ratio, proportion and rates.

### DSM101 Geometry Topics

This course aims to equip the primary mathematics teacher with a deeper understanding of geometry and measurement topics in the primary mathematics curriculum. Processes such as mathematical deduction and induction will be emphasized. Topics are: Mathematical deduction and induction; Basic elements of geometry as study of space in 2 and 3 dimensions; Properties associated with parallel lines; Properties of geometrical figures; Similarity and Congruency; Measurement; Constructions and proofs; Motion Geometry and tessellations.

## Science

Year	Course Code	Title	Course Category	No of AUs	Pre-requisites
1	DSS100	Selected Topics for Primary Science Teaching (Biological Science)	Core	3	-
	DSS201	Selected Topics for Primary Science Teaching (Physical Science)	Core	3	-

### **DSS100 Selected Topics for Primary Science Teaching (Biological Science)**

This course deals with the theoretical and practical aspects of topics in Biological Science from the new Primary Science Curriculum. The topics to be discussed include basic biology, classification and diversity of organisms (reproduction and life cycles), structure and function of plant systems, structure and function of animal systems, ecology and environmental issues.

### **DSS201 Selected Topics for Primary Science Teaching (Physical Science)**

This course deals with the theoretical and practical aspects of Physical Science topics selected from the new Primary Science Curriculum. The topics include atoms and molecules, states of matter, materials, the environment, forces, energy, heat and temperature, light and colour, magnetism and electricity, the solar system and stars.

## Social Studies

Year	Course Code	Title	Course Category	No of AUs	Pre-requisites
1	DSL102	Identity and Community	Core	2	-
	DSL103	Singapore: Challenges and Responses	Core	2	-
2	DSL201	Asian Civilisations: Origins and Legacies	Core	2	-

### DSL102 Identity and Community

This course explores the concepts and the interrelationships of personal, community, national and regional identities. The influence of diverse groups, institutions and cultures in shaping these multiple identities will be examined. It also looks at changes and continuities of identities over time and space as well as the roles of people in contributing to the development of a multicultural, democratic society.

### DSL103 Singapore: Challenges and Responses

This course examines the interrelationships between people and the environment in Singapore. It looks at how the physical environment shapes the way we live and how we shape the environment to meet our basic needs in areas such as housing, food and transport. More specifically, the challenges which Singapore faces as part of the nation-building process and how its people and leaders have responded to these challenges in the past, present and future will be explored.

## **DSL201 Asian Civilisations: Origins and Legacies**

This course explores the idea of people's interactions with their environment over time and space. It will discuss the impact of the physical environment on the development of civilisations in India, China and Southeast Asia. In particular, the course will examine the development of socio-economic institutions, achievements and legacies of these civilisations. It will also focus on the commonalities and the connections of diverse communities across Southeast Asia.

## Practicum

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DPR102	Teaching Practice 1	Core	3	-
2	DPR202	Teaching Practice 2	Core	12	TP1

Teaching Practicum is a very important component of the diploma programme. Student teachers will apply their knowledge and skills for the teaching subjects they are trained in and develop their teaching competencies in a variety of instructional contexts and at different levels under the guidance and supervision of cooperating teachers, school coordinating mentors and university lecturers. They will learn from experienced school mentors about the schooling process and prepare themselves for their roles and responsibilities in teaching.

The Practicum is developmental in nature. It comprises two school attachment periods, i.e., Teaching Practice 1 (TP1), and Teaching Practice 2 (TP2).

When the practicum is held in the Jun/Jul period (namely TP1) at the end of an academic year before the start of a new academic year, student teachers must register for the practicum course in Semester 1 of the new academic year (July rather than January's registration exercise). As such, registration for that practicum posting is done after it has been completed.

Student teachers who fail to register for the necessary practicum course will be issued warning letters. A copy of the letter may be forwarded to the Ministry of Education (MOE) for student teachers employed by MOE.

## **DPR102 Teaching Practice 1**

The 5-week Teaching Practice 1 is to help the student teachers begin to learn to teach independently. They will be provided opportunities to observe their CTs' lessons. Eventually they will learn to plan their own lessons to teach, prepare the relevant resources and manage pupils independently, in consultation with their CTs.

## **DPR202 Teaching Practice 2**

In this 10-week Teaching Practice 2, the student teachers will build up their skills and knowledge in a step-wise manner. They will develop planning and delivery skills, followed by classroom management and assessment skills. In addition, to ensure that the student teachers have a holistic experience, they will also be provided opportunities to explore other aspects of a teacher's life besides classroom teaching, for example, observing how CCAs are managed.

## LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DLK101	English for Academic and Professional Purposes	Core	2	-
2	DLK201	Communication Skills for Teachers	Core	2	-

### DLK101 English for Academic and Professional Purposes

English for Academic and Professional Purposes is designed to develop student teacher language and communicative competence towards two desired outcomes. The first is to equip student teachers with the thinking and language skills needed to produce appropriate texts in course-related writing tasks. The second is to guide them towards a reader-focused and socially-aware approach to written communications with colleagues, parents, and other people that teachers interact with in the course of their work. In addressing these outcomes, the course also raises awareness of how grammar can affect meaning.

## **DLK201 Communication Skills for Teachers**

This is a practical course designed to provide student teachers with the oral and written skills necessary for effective communication as teachers in the classroom and in their professional interaction with colleagues, parents and the general public. Student teachers learn about vocal health care and quality, and the practice of good voice production. They are familiarized with the use of a pronunciation dictionary to help them resolve pronunciation and word stress difficulties. They become aware of the importance of considering the purpose, audience and context when communicating and learn how to communicate effectively to promote student learning. They also engage in practical hands-on activities of making oral and written presentations in a variety of school contexts. Built into the tutorials are opportunities for student teachers to reflect on their practices as well as on-going assignments and oral and written presentations to assess their application of the knowledge and skills that they acquire during the course.

**Diploma in Education Programme  
(Teaching of CL/ML/TL at Primary Level) (Two-Year)**

## Curriculum Structure for Dip Ed Programme Teaching of CL/ML/TL at Primary Level

The curriculum structure for the Dip Ed (Primary) (CL/ML/TL) Programme is shown in Table 2 below:

**Table 2: Curriculum Structure for Dip Ed Programme  
(Teaching of CL/ML/TL at Primary Level)**

### *Year 1*

Category/ Subject	Course Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	DED001	Professional Practice and Inquiry I	0
	DED002	Professional Practice and Inquiry II	1
	DED106	Teaching and Managing Learners at the Primary Level	2
	DED107	ICT for Meaningful Learning	2
	DED109	Educational Psychology: Theories and Application for Learning and Teaching	1
	DED110	Assessing Learning and Performance	1
	DED111	Group Endeavours in Service Learning	1
<b>CURRICULUM STUDIES (Select either Chinese or Malay or Tamil)</b>			
<b>Chinese</b>			
Chinese Language	DCC100	Teaching of Chinese Language 1	3
	DCC101	Teaching of Chinese Language 2	3
Moral Education (Chinese)	DCZ100	Teaching of Civics and Moral Education (Chinese)	4
<b>Malay</b>			
Malay Language	DCD102	Foundations to Malay Language Curriculum	4
	DCD103	Strategies and Approaches in the Teaching of Malay Language	4
Moral Education (Malay)	DCZ101	Teaching of Moral Education (Malay) 1	2
<b>Tamil</b>			
Tamil Language	DCT100	Teaching of Tamil Language I	4
	DCT101	Teaching of Tamil Language II	4

*cont'd*

Category/ Subject	Course Code	Title	No. of AUs
Moral Education (Tamil)	DCZ102	Teaching of Civics & Moral Education (Tamil) I	1
	DCZ103	The Importance of Teaching Civics and Moral Education in Mother Tongue	1
<b>SUBJECT KNOWLEDGE</b>			
Chinese Language and Literature	DSC100	Modern Chinese Grammar	3
	DSC101	Modern Chinese Lexicology and Rhetoric	3
	DSC102	Textual Analysis and Writing Practices	3
	DSJ100	Survey of Modern Chinese Literature	3
Malay Language and Literature	DSD102	Introduction to Phonology	2
	DSD103	Malay Morphology	3
	DSF102	Readings in Malay Literature	3
	DSF103	Performing Literature / Dramatization of Literary Texts	3
Tamil Language and Literature	DST100	Tamil Language I	3
	DST101	Tamil Language II	3
	DSK100	Tamil Literature I	3
	DSK101	Tamil Literature II	3
<b>LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS</b>			
	DLK101	English for Academic and Professional Purposes	2
Use of Chinese in Teaching	DLC100	Use of Chinese in Teaching	4
Use of Malay in Teaching	DLM101	Use of Malay in Teaching	2
Use of Tamil in Teaching	DLT100	Use of Tamil in Teaching I	2
<b>PRACTICUM</b>			
	DPR102	Teaching Practice 1	3

## *Year 2*

Category/ Subject	Course Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	DED201	The Social Context of Teaching and Learning	1
	DED202	Character and Citizenship Education	1
<b>CURRICULUM STUDIES (Select either Chinese or Malay or Tamil)</b>			
<b>Chinese</b>			
Chinese Language	DCC200	Teaching of Chinese Language 3	1
	DCC201	Teaching of Chinese Language 4	4
	DCC202	Teaching of Chinese Language 5	3
	DCC203	Teaching of Chinese Language 6	2
<b>Malay</b>			
Malay Language	DCD202	Assessment of Learning	3
	DCD203	Assessment for Learning	2
	DCD204	The Teaching of Malay Language and Grammar	3
Moral Education (Malay)	DCZ200	Teaching of Moral Education (Malay) 2	2
<b>Tamil</b>			
Tamil Language	DCT200	Teaching of Tamil Language III	4
	DCT201	Teaching of Tamil Language IV	4
Moral Education (Tamil)	DCZ201	Teaching of Civics and Moral Education (Tamil) II	2
<b>SUBJECT KNOWLEDGE</b>			
Chinese Language and Literature	DSC200	Chinese Etymology and Modern Chinese Script	3
	DSJ200	Selected Readings in Classical Chinese Literature	3
Malay Language and Literature	DSD201	Malay Syntax	3
	DSD202	Socio-cultural context of literacy : Learning to read & write (Primary)	2
	DSF201	Aesthetics and Rhetoric Through Literature	2
Tamil Language and Literature	DST200	Tamil Language III	3
	DSK200	Tamil Literature III	3
<b>LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS</b>			
	DLK201	Communication Skills for Teachers	2
Use of Malay in Teaching	DLM201	Stylistic in Social and Academic Discourse	2
Use of Tamil in Teaching	DLT200	Use of Tamil in Teaching II	2
<b>PRACTICUM</b>			
	DPR202	Teaching Practice 2	12

## **Contents of Core Courses and Prescribed Electives**

### **EDUCATION STUDIES**

The courses for DED001-111 and DED201-202 are described in Education Studies Section under Dip Ed Programme (Teaching General Subjects at Primary Level).

## CURRICULUM STUDIES

### The Teaching of Chinese Language (Primary)

Year	Course Code	Title	Course Category	No of AUs	Pre-requisites
1	DCC100	Teaching of Chinese Language 1	Core	3	-
	DCC101	Teaching of Chinese Language 2	Core	3	-
2	DCC200	Teaching of Chinese Language 3	Core	1	-
	DCC201	Teaching of Chinese Language 4	Core	4	-
	DCC202	Teaching of Chinese Language 5	Core	3	-
	DCC203	Teaching of Chinese Language 6	Core	2	-

#### DCC100 Teaching of Chinese Language 1

This course aims to provide student teachers with the basic theories and concepts related to language and language teaching at primary level, with special reference to Chinese. Its objective is to enable student teachers to design their own lesson plans with confidence, embolden by sound theoretic knowledge.

#### DCC101 Teaching of Chinese Language 2

This course discusses the aims, objectives and contents of existing Chinese Language curriculum. It also provides a systematic, practical, comprehensive overview of the different phases and activities involved in developing, managing, and evaluating a sound, rational, and effective Chinese language programme. Key stages in the curriculum and material development process are examined.

### **DCC200 Teaching of Chinese Language 3**

This course focuses on the teaching of the written forms of words (*ci*), including the Chinese character (*zi*) and *hanyu pinyin*.

### **DCC201 Teaching of Chinese Language 4**

This course aims to equip student teachers with techniques in the teaching of different language skills. Student teachers will acquire a comprehensive understanding of the various teaching methods and various practical techniques.

### **DCC202 Teaching of Chinese Language 5**

This course deals with IT resources and children's literature as well as their use in the teaching of Chinese language, in arousing pupils' interest and stimulating thinking.

### **DCC203 Teaching of Chinese Language 6**

Student teachers will be introduced to basic concepts of Chinese language testing, the procedures of language testing, the effective ways of setting various types of questions and the cognitive levels involved.

## The Teaching of Civics and Moral Education (Chinese)

Year	Course Code	Course Title	Course Category	No of AUs	Pre-requisites
1	DCZ100	Teaching of Civics and Moral Education (Chinese)	Core	4	-

### DCZ100 Teaching of Civics and Moral Education (Chinese)

The historical background of moral education in Singapore schools. An overview of the primary school Civics and Moral Education programme. The selection of relevant materials for the teaching of moral education. The various approaches to the teaching of moral education. Hands-on experience and the preparation of teaching plans. Use of IT in the teaching of Moral Education. Application

## The Teaching of Malay Language (Primary)

Year	Course Code	Course Title	Course Category	No of AUs	Pre-requisites
1	DCD102	Foundations to Malay Language Curriculum	Core	4	-
	DCD103	Strategies and Approaches in the Teaching of Malay Language	Core	4	-
2	DCD202	Assessment of Learning	Core	3	-
	DCD203	Assessment for Learning	Core	2	-
	DCD204	The Teaching of Malay Language and Grammar	Core	3	-

### DCD102 Foundations to Malay Language Curriculum

The course aims to equip student teachers with the knowledge and skills to integrate listening, speaking, reading and writing skills in the teaching of language. Student teachers will learn how to plan a Malay language lesson, integrate the various language skills and teaching strategies as well as taking note of the learning abilities and differences among learners. Knowledge on how to evaluate listening, speaking and reading skills using a range of resources and strategies at both the lower and upper primary levels will be included. The reading and writing processes including process writing, as well as theoretical models and approaches to reading and writing instruction for lower and upper primary will also be emphasized. Student teachers will learn how to use various text types, including multimodal texts, in teaching reading and writing. They will also learn the use of multiliteracies in teaching reading and writing.

### **DCD103 Strategies and Approaches in the Teaching of Malay Language**

As an extension to the Foundations to Malay Language Curriculum, this course explores various strategies and approaches in the teaching of Malay language. Student teachers will be introduced to rationales and theoretical underpinnings of each strategy which hope to address particular educational considerations. Student teachers will also be equipped with latest and relevant teaching strategies and approaches and skills to adapt such strategies to suit the differing learning needs of pupils. Field experiences will be arranged where appropriate, to link theory with practice.

### **DCD202 Assessment of Learning**

This course aims to provide student teachers with extensive discussion and understanding on the basic concepts in testing, the concept of validity and reliability, the construction and administration of test items and item analysis. The infusion of critical and creative thinking into the construction and development of language test materials will be emphasized. Hands-on exercises will form an important part of the course.

### **DCD203 Assessment for Learning**

This course aims to explore the theoretical understanding, issues and complexities of authentic and alternative assessments within the classroom context and alongside the traditional examinations practices. Essentially, the course highlights assessment for learning as an integral component of teaching and learning process. Various strategies to approach the challenges of assessment for learning; teacher-based formative assessments; rubric designs and its application in classroom settings with students of differing learning styles and academic abilities will be included.

### **DCD204 The Teaching of Malay Language and Grammar**

The course focuses on the various approaches and strategies in the teaching of grammar. As a departure to the traditional method of teaching grammar, this course opens many possibilities for student teachers to reapproach the teaching of word formation, Malay language sentence, to name a few examples, in a more creative and dynamic ways.

## The Teaching of Moral Education (Malay)

Year	Course Code	Title	Course Category	No of AUs	Pre-requisites
1	DCZ101	Teaching of Moral Education (Malay) 1	Core	2	-
2	DCZ200	Teaching of Moral Education (Malay) 2	Core	2	-

### DCZ101 Teaching of Moral Education (Malay) 1

This course is an introduction to the study of moral education. The aims of moral education and the presentation of the various approaches in the teaching of CME, including the CME syllabus framework and the six core values will be discussed. Student teachers will also be informed of issues related to Social and Emotional Learning competencies.

### DCZ200 Teaching of Moral Education (Malay) 2

Student teachers will be exposed to the variety of programmes and activities that contribute to the whole-school approach in values education. Understanding objectives of current initiatives like service learning and CIP, and its effective implementation in schools will be another major component of this course. Student teachers will also learn how to plan formative and summative assessments for CME. Field experiences will be arranged, where appropriate, to link theory with practice.

## The Teaching of Tamil Language (Primary)

Year	Course Code	Title	Course Category	No of AUs	Pre-requisites
1	DCT100	Teaching of Tamil Language I	Core	4	-
	DCT101	Teaching of Tamil Language II	Core	4	-
2	DCT200	Teaching of Tamil Language III	Core	4	-
	DCT201	Teaching of Tamil Language IV	Core	4	-

### DCT100 Teaching of Tamil Language I

The curriculum and methodology for teaching Tamil language. The four language skills, the importance of those skills. Various theoretical approaches to language acquisition and learning. The teaching of reading and writing for the lower primary level, using different approaches and integrating the four language skills. The role of micro teaching and its part in the teaching and learning of Tamil Language. Tamil word processing.

### DCT101 Teaching of Tamil Language II

The teaching of silent and loud reading at the primary level. The psycholinguistic model of the reading process and skills involved in reading. How to teach comprehension, spelling, dictation, close passage. Tamil poetry and proverbs at the primary level. Emphasis on teaching poetry and proverbs through anecdotes and stories.

### **DCT200 Teaching of Tamil Language III**

The teaching of Writing, Listening and Speaking will be taught in this course. In writing, the emphasis will be given to how to teach, structured, (restricted, guided) and natural process of writing. Process writing, using MSWord to teach Process writing, Modified process writing, draw and write, using web quest and special days to write composition at the primary level will be taught. Using innovative ways to teach speaking and listening for primary students will be given dual emphasis. Tamil computer-based learning packages (student teachers will be taught to create their own Tamil computer-based packages).

### **DCT201 Teaching of Tamil Language IV**

The principles of testing, with emphasis on the construction of the various test items. The enrichment of the Tamil language programmes in primary schools. The teaching of grammar with the emphasis of functional grammar. The evaluation methods including rubric based for IPW.

## The Teaching of Civics and Moral Education (Tamil)

Year	Course Code	Title	Course Category	No of AUs	Pre-requisites
1	DCZ102	Teaching of Civics & Moral Education (Tamil) I	Core	1	-
	DCZ103	The Importance of Teaching Civics and Moral Education in Mother Tongue	Core	1	-
2	DCZ201	Teaching of Civics and Moral Education (Tamil) II	Core	2	-

### DCZ102 Teaching of Civics & Moral Education (Tamil) I

The historical background to Moral Education in Singapore Schools, the aims of Moral Education and the aims of Civics and Moral Education and the policy of the Ministry of Education on moral education. The various approaches to the teaching of moral education, viz cultural transmission, cognitive development, consideration and values clarification approaches. Practical classroom skills to conduct moral education lessons effectively through the use of the expository, tutorial and inquiry methods. Special use of role play, puppets and field trips and using electronic media such as IT and video. Classroom management, lesson preparation and grouping pupils for monitoring progress. Familiarisation of student teachers with the CME curriculum to prepare them to teach moral education at the primary level through different approaches.

### **DCZ103 The Importance of Teaching of Civics & Moral Education in Mother Tongue**

The teachings and poems of the great Tamil poets Thiruvalluvar, Bharathiyar, Ramalinga Swamikal will be taught to the student teachers to help them understand the importance of moral values. The teaching of the values followed by the Tamil community traditionally. The skills of moral reasoning and creative thinking in making decisions and handling moral dilemmas will be strongly emphasized.

### **DCZ201 Teaching of Civics and Moral Education (Tamil) II**

Classroom management and strategies in the teaching of moral education. The text books used and the core values such as Love and Humility, Filial Piety, Harmonious Family, Courtesy, Responsibility, Compassion and Loyalty and 28 moral values. Hands-on experience and presentation of specific lessons to enable student teachers to teach the programme effectively. Understanding of cultural practices as important festivals and their values, places of worship and customs and traditions of different people in Singapore. Questions about the meaning of NE messages, understanding and acceptance among different races in Singapore. The Singapore heritage, the constitution and cultural patterns, insight and understanding of the different races, cultures and religions.

## SUBJECT KNOWLEDGE

### Chinese Language and Literature

Year	Course Code	Title	Course Category	No of AUs	Pre-requisites
1	DSC100	Modern Chinese Grammar	Core	3	-
	DSC101	Modern Chinese Lexicology and Rhetoric	Core	3	-
	DSC102	Textual Analysis and Writing Practices	Core	3	-
	DSJ100	Survey of Modern Chinese Literature	Core	3	-
2	DSC200	Chinese Etymology and Modern Chinese Script	Core	3	-
	DSJ200	Selected Readings in Classical Chinese Literature	Core	3	-

#### DSC100 Modern Chinese Grammar

This course aims to provide student teachers with a basic knowledge of modern Chinese grammar. It will equip them with the concepts and skills to analyze the various parts of speech and sentence structures of various kinds of modern Chinese writings in daily and academic life as well as in school settings.

#### DSC101 Modern Chinese Lexicology and Rhetoric

The course comprises two components: namely, lexicology and rhetoric. The first component aims to provide student teachers with an understanding of the nature and classification of the Chinese lexicon. The second component deals with the functions of rhetoric in literature and everyday life. It aims to enable student teachers to determine the linguistic structure of an expression and relate it to its meaning and rhetorical effects.

## **DSC102 Textual Analysis and Writing Practices**

This course aims to acquaint student teachers with good Chinese writing through close textual analysis of literary works and commentaries of different kinds of writing. It also aims to enhance student teachers' reading ability and sharpen their writing skills.

## **DSJ100 Survey of Modern Chinese Literature**

The course aims to provide student teachers with a basic knowledge of modern Chinese Literature and enhance their understanding of modern Chinese society and the Chinese people in modern times.

## **DSC200 Chinese Etymology and Modern Chinese Script**

This course aims to equip student teachers with basic knowledge in Chinese etymology and the modern Chinese script. Such knowledge will enhance their ability as a Chinese language teacher, especially when it comes to the teaching of recognition of Chinese characters.

## **DSJ200 Selected Readings in Classical Chinese Literature**

This course aims at laying basic foundation in classical Chinese literature so as to enhance student teachers' language competency and understanding of Chinese culture and literature.

## Malay Language and Literature

Year	Course Code	Title	Course Category	No of AUs	Pre-requisites
1	DSD102	Introduction to Phonology	Core	2	-
	DSD103	Malay Morphology	Core	3	-
	DSF102	Readings in Malay Literature	Core	3	-
	DSF103	Performing Literature / Dramatization of Literary Texts	Core	3	-
2	DSD201	Malay Syntax	Core	3	-
	DSD202	Socio-cultural context of literacy : Learning to read & write (Primary)	Core	2	-
	DSF201	Aesthetics and Rhetoric Through Literature	Core	2	-

### DSD102 Introduction to Phonology

This introductory course will give student teachers an overview of the study of language, its scope and objectives, its methods and scientific procedures, and its principal subdivisions. The course will focus on Phonology and Phonetics, covering aspects of Malay sound system, phonemes in Malay language and borrowed phonemes in Malay language.

### DSD103 Malay Morphology

This course will cover basic concepts in word formation in Malay that is; morpheme and affixes, morphological processes and word class. The course focus on Morphology, covering aspects of morphological concepts, free morpheme & bound morpheme in Malay language, apart from basic concepts in word formation such as reduplication, compound, acronyms and affixes. Emphasis will also be placed on the meaning and functions of affixes in word formation and morpho-phonological processes.

## **DSF102 Readings in Malay Literature**

This course aims to provide a thematic reading of major works in Malay literary culture that allow students with a first-hand reading and appreciating Malay literature. Selected themes and works, both prose and verse, are chosen, especially those that depicts the lives of the Malays, its socio-cultural and political institutions, religious orientations, thought and values, and their worldview on man, society and progress. Various socio-cultural dynamics of the Malays are encapsulated through their literature and the reading and analysis of such works are imperative in overall understanding Malay society past and present. The basic aim of this course is to generate the interest amongst students on the significance of Malay literature that encapsulate the societal and individual thought. An appreciation of its aesthetics and forms of expressions will also be highlighted throughout the course.

## **DSF103 Performing Literature / Dramatization of Literary Texts**

The focus of this course is to highlight the significance of literary texts that is to be read and understood at a performative level. Teaching and learning of literature will be approached in a more dramatic fashion, rather than the conventional literary analysis. A dramatized discourse would suggest a close reading with dramatizing its interpretations. Here, literary texts will be translated into another form of cultural expressions that are reinterpreted, debated and staged. Both selected classical and modern Malay literary texts will be used in this course. Such dramatization of literary text would enable student to blend their literary

exposure with those visual and dramatic skills that are essential in language teaching and education. The versatility of students of literature to weave their interpretations into the domain of performing arts will be the main focus of the course.

## **DSD201 Malay Syntax**

The focus of this course is on Malay sentence structures. Student teachers will be taught grammatical concepts like phrases, clauses, type of sentences and the structure of basic and transformed Malay sentences. Analysis of Malay grammar, applying knowledge of the systems of the language.

## **DSD202 Socio-cultural context of literacy: Learning to read & write (Primary)**

The aim of this course is to highlight the idea that becoming literate in Malay, or any other language, is not only a matter of learning how language is represented in writing, but also involves learning how written language is used in the home and community. The course brings into focus children's early involvement in literacy as a social activity, and their different paths to literacy. It also discusses how certain early literacy experiences are especially significant for later educational success.

## **DSF201 Aesthetics and Rhetoric Through Literature**

The focus of this course complements the two earlier courses offered in the programme. This course offered at the 2<sup>nd</sup> Year assumes that a basic exposure and appreciating literature has been given in the 1<sup>st</sup> Year. A more reflective, analytical course of literature is therefore relevant.

The aim of this course is to emphasize the significance of literature in documenting Malay values and thought, and the forms and expressions that have been encapsulated, both in prose and verse in various Malay literary genres, past and present. The esthetics appreciation calls for the appreciation of ethnopoetics and the styles of expressions that are found in Malay literary traditions. The form of literature is then linked to the socio-cultural dynamics of its producers or patrons. The analysis of rhetorics calls for a critical scrutiny of ideas as expressed in Malay literature in the forms of didacticism, satire, metaphors and the like. The efficacy of ideas and values expressed in Malay literature is then assessed based on the universal and religious values, with the final aim to reflect the calls for humanity as expressed in the Malay literature.

## Tamil Language and Literature

Year	Course Code	Title	Course Category	No of AUs	Pre-requisites
1	DST100	Tamil Language I	Core	3	-
	DST101	Tamil Language II	Core	3	-
	DSK100	Tamil Literature I	Core	3	-
	DSK101	Tamil Literature II	Core	3	-
2	DST200	Tamil Language III	Core	3	-
	DSK200	Tamil Literature III	Core	3	-

### DST100 Tamil Language I

Introduction to linguistics and richness of Tamil Language, and the syntax of Tamil language. Linguistics and its importance in Tamil language teaching. The syntactical structure of Tamil. The definition of linguistics, its principal sub-divisions and its contribution to better overall Tamil language teaching. The position of Tamil among the languages of the Dravidian family. The structure, syntax and transformation of Tamil sentences. The phonological structure of Tamil. The vowel and consonant phonemes of Tamil, allophones, articulatory features and distribution in the initial, medial and final positions of words.

### DST101 Tamil Language II

The semantics and the morphology of Tamil language. The systematic relation of grammatical structures to meanings, uses and situations. Synonymy, antonymy, homonymy and polysemy. The morphological structure of the Tamil language. The concept of Col(word) and its classification. The various parts of speech in Tamil, namely noun, verb, adjective, adverb and particles.

## **DSK100 Tamil Literature I**

An overview of the growth and development of Tamil literature from the ancient to the modern period. The Sangam period, ethical works and their literary merits, twin epics, devotional literature, the contributions of Jains and Buddhists, epics such as Kambaramayana and Periyapurana. Contributions made by Western scholars. A brief history of children's literature and its various forms in India and Singapore. Contributions made by great writers such as A Valliappa, N Pazhanivelu, Ilamaaran, Kuzha Kadhiresan, Poovannan. Contributions of selected storybooks, nursery rhymes, songs and magazines.

## **DSK101 Tamil Literature II**

Modern Tamil Poetry. And Literary Criticism. A brief history of modern poetry and its various forms. The study of selected poems from the works of great poets such as Bharathiyar, Bharadhithasan, Kavimani, Vaanithasan, Kannathasan, and Vairamuthu, Metha. The importance and the role of Literary criticism and various kinds of literary criticism in Tamil. Critical analysis of literary forms.

## **DST200 Tamil Language III**

The various types of morphophonemics (Sandhi) and their rules, and the situations where students are likely to make mistakes often. A definition of Sandhi process in Sandhi and various aspects of Sandhi. Various rules of Sandhi to be explained with appropriate examples and exercises through various activities.

## **DSK200 Tamil Literature III**

An overview of the growth and development of Tamil literature in Singapore. The various genres such as poetry, novel, short-story, drama and translation. The study of selected Singapore Poetry, novels, and short stories.

## Practicum

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DPR102	Teaching Practice 1	Core	3	-
2	DPR202	Teaching Practice 2	Core	12	TP1

Teaching Practicum is a very important component of the diploma programme. Student teachers will apply their knowledge and skills for the teaching subjects they are trained in and develop their teaching competencies in a variety of instructional contexts and at different levels under the guidance and supervision of cooperating teachers, school coordinating mentors and university lecturers. They will learn from experienced school mentors about the schooling process and prepare themselves for their roles and responsibilities in teaching.

The Practicum is developmental in nature. It comprises two school attachment periods, i.e., Teaching Practice 1 (TP1), and Teaching Practice 2 (TP2).

When the practicum is held in the Jun/Jul period (namely TP1) at the end of an academic year before the start of a new academic year, student teachers must register for the practicum course in Semester 1 of the new academic year (July rather than January's registration exercise). As such, registration for that practicum posting is done after it has been completed.

Student teachers who fail to register for the necessary practicum course will be issued warning letters. A copy of the letter may be forwarded to the Ministry of Education (MOE) for student teachers employed by MOE.

## **DPR102 Teaching Practice 1**

The 5-week Teaching Practice 1 is to help the student teachers begin to learn to teach independently. They will be provided opportunities to observe their CTs' lessons. Eventually they will learn to plan their own lessons to teach, prepare the relevant resources and manage pupils independently, in consultation with their CTs.

## **DPR202 Teaching Practice 2**

In this 10-week Teaching Practice 2, the student teachers will build up their skills and knowledge in a step-wise manner. They will develop planning and delivery skills, followed by classroom management and assessment skills. In addition, to ensure that the student teachers have a holistic experience, they will also be provided opportunities to explore other aspects of a teacher's life besides classroom teaching, for example, observing how CCAs are managed.

## LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DLK101	English for Academic and Professional Purposes	Core	2	-
	DLC100	Use of Chinese in Teaching	Core	4	-
	DLM101	Use of Malay in Teaching	Core	2	-
	DLT100	Use of Tamil in Teaching I	Core	2	-
2	DLK201	Communication Skills for Teachers	Core	2	-
	DLM201	Stylistic in Social and Academic Discourse	Core	2	-
	DLT200	Use of Tamil in Teaching II	Core	2	-

### DLK101 English for Academic and Professional Purposes

English for Academic and Professional Purposes is designed to develop student teacher language and communicative competence towards two desired outcomes. The first is to equip student teachers with the thinking and language skills needed to produce appropriate texts in course-related writing tasks. The second is to guide them towards a reader-focused and socially-aware approach to written communications with colleagues, parents, and other people that teachers interact with in the course of their work. In addressing these outcomes, the course also raises awareness of how grammar can affect meaning.

### DLC100 Use of Chinese in Teaching

This course provides the fundamental principles and knowledge on the use of Chinese in teaching. It also aims to equip student teachers with essential communication skills in Mandarin and IT power tools to improve themselves in order to achieve the goals in their professional development.

## **DLM101 Use of Malay in Teaching**

This course will focus on basic oral communication skills, where emphasis will be given on the importance of idea formation, idea organization, clarity and cohesion, confidence in articulation of ideas, the manners and decorum of expressing it apart from basic linguistic rules and standard pronunciation.

The importance of linguistic elegance and versatility will be showcased. Oral communication in formal context, with various interlocutors will be introduced. Moreover, higher level of communication skills as required in debate, forum and seminars will be practiced in this course. The skills of conducting meetings and formal ceremonies will also be given. In practicing and infusing the confidence in language use, in its various formal and creative ways, students can be made to recite Malay classical and modern poems where spontaneity, creativity and voice projection blends with linguistic ability and coherence.

## **DLT100 Use of Tamil in Teaching I**

Development of oral proficiency in Tamil language and use of Standard Spoken Tamil in the classroom and school environment. Phonetics to help students teachers acquire accuracy and mastery in pronunciation and other communication skills which we used inside and outside the classroom. Common errors in speaking with spoken and written Tamil and the syntactical aspects of Tamil. Potential of IT as a language teaching tool.

## **DLK201 Communication Skills for Teachers**

This is a practical course designed to provide student teachers with the oral and written skills necessary for effective communication as teachers in the classroom and in their professional interaction with colleagues, parents and the general public. Student teachers learn about vocal health care and quality, and the practice of good voice production. They are familiarized with the use of a pronunciation dictionary to help them resolve pronunciation and word stress difficulties. They become aware of the importance of considering the purpose, audience and context when communicating and learn how to communicate effectively to promote student learning. They also engage in practical hands-on activities of making oral and written presentations in a variety of school contexts. Built into the tutorials are opportunities for student teachers to reflect on their practices as well as on-going assignments and oral and written presentations to assess their application of the knowledge and skills that they acquire during the course.

## **DLM201 Stylistic in Social and Academic Discourse**

The focus of this course is on the use of Malay in academic and social settings. New terminologies in Malay language from various field, will be introduced. The importance of organising ideas in formal academic writing will be highlighted. Types of academic writings such as seminar papers, academic journals, and research reports will be highlighted. Organising of materials and various techniques of note references and bibliography will be emphasised. Students will be familiarized with social discourses,

speech writing or texts for formal occasions, and the writing of newspapers articles and forums. The main aim is to ensure the versatility of students in their discoursing and linguistic abilities, both in the academic and social fields.

## **DLT200 Use of Tamil in Teaching II**

Written communication skills. Essay writing, report writing and creative writing and other communication skills that are necessary for various professional roles that teachers assume in primary or secondary schools. Using IT to teach written skills.

**Diploma in Education Programme  
(Teaching of Chinese Language at Primary Level)  
(One-Year)**

## Curriculum Structure for One-Year Diploma in Education (Teaching of Chinese Language at Primary Level)

Student teachers under the Chinese Language Teacher Training Scheme who have successfully completed the three-year Diploma in Chinese Studies at Ngee Ann Polytechnic are required to undergo a one-year Diploma in Education (Primary)(Chinese Language) programme. They will follow the curriculum structure shown in Table 3 below:

**Table 3: Curriculum Structure of the One-year Diploma in Education Programme (Teaching of CL at Primary Level)**

Category/ Subject	Course Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	DED001	Professional Practice and Inquiry I	0
	DED002	Professional Practice and Inquiry II	1
	DED106	Teaching and Managing Learners at the Primary Level	2
	DED107	ICT for Meaningful Learning	2
	DED109	Educational Psychology: Theories and Application for Learning and Teaching	1
	DED110	Assessing Learning and Performance	1
	DED111	Group Endeavours in Service Learning	1
	DED201	The Social Context of Teaching and Learning	1
	DED202	Character and Citizenship Education	1
<b>CURRICULUM STUDIES</b>			
Chinese Language	DCC100	Teaching of Chinese Language 1	3
	DCC102	Teaching of Chinese Language II	2
	DCC204	Teaching of Chinese Language III	4
	DCC205	Teaching of Chinese Language IV	2
<b>LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS</b>			
	DLK101	English for Academic & Professional Purposes	2
	DLK201	Communication Skills for Teachers	2
<b>PRACTICUM</b>			
	DPR201 ♦	Teaching Practice	10

- ♦ The Teaching Practice of 10 weeks will be scheduled in the second semester.

## **Contents of Core Courses and Prescribed Electives**

### **EDUCATION STUDIES**

The courses for DED001-111 and DED201-202 are described in Education Studies Section under Dip Ed Programme (Teaching General Subjects at Primary Level).

## CURRICULUM STUDIES

### The Teaching of Chinese Language

Year	Course Code	Title	Course Category	No of AUs	Pre-requisites
1	DCC100	Teaching of Chinese Language 1	Core	3	-
	DCC102	Teaching of Chinese Language II	Core	2	-
	DCC204	Teaching of Chinese Language III	Core	4	-
	DCC205	Teaching of Chinese Language IV	Core	2	-

#### DCC100 Teaching of Chinese Language 1

This course aims to provide student teachers with the basic theories and concepts related to language and language teaching at primary level, with special reference to Chinese. Its objective is to enable student teachers to design their own lesson plans with confidence, embolden by sound theoretical knowledge.

#### DCC102 Teaching of Chinese Language II

This course aims to discuss and examine the key stages in the curriculum and material development process. It focuses on the teaching of the written forms of words (ci), including the Chinese character (zi).

#### DCC204 Teaching of Chinese Language III

This course aims to equip student teachers with techniques in the teaching of different language skills.

## **DCC205 Teaching of Chinese Language IV**

This course aims to equip student teachers with the basic concepts of Chinese language testing, the procedures of language testing, the effective ways of setting various types of questions and the cognitive levels involved.

## Practicum

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DPR201 ♦	Teaching Practice	Core	10	-

- ♦ The Teaching Practice of 10 weeks will be scheduled in the second semester.

Teaching Practicum is a very important component of the diploma programme. Student teachers will apply their knowledge and skills for the teaching subjects they are trained in and develop their teaching competencies in a variety of instructional contexts and at different levels under the guidance and supervision of cooperating teachers, school coordinating mentors and university lecturers. They will learn from experienced school mentors about the schooling process and prepare themselves for their roles and responsibilities in teaching.

In the Dip Ed (1-Year Chinese Language) programme, there is only one school attachment period.

### DPR201 Teaching Practice

The Practicum will comprise a 10-week Teaching Practice (TP), in which the student teachers will build up their skills and knowledge in a step-wise manner. They will develop planning and delivery skills, followed by classroom management and assessment skills. In addition, to ensure that the student teachers have a holistic experience, they will also be provided opportunities to explore other aspects of a teacher's life besides classroom teaching, for example, observing how CCAs are managed.

## LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DLK101	English for Academic and Professional Purposes	Core	2	-
	DLK201	Communication Skills for Teachers	Core	2	-

### DLK101 English for Academic and Professional Purposes

English for Academic and Professional Purposes is designed to develop student teacher language and communicative competence towards two desired outcomes. The first is to equip student teachers with the thinking and language skills needed to produce appropriate texts in course-related writing tasks. The second is to guide them towards a reader-focused and socially-aware approach to written communications with colleagues, parents, and other people that teachers interact with in the course of their work. In addressing these outcomes, the course also raises awareness of how grammar can affect meaning.

### DLK201 Communication Skills for Teachers

This is a practical course designed to provide student teachers with the oral and written skills necessary for effective communication as teachers in the classroom and in their professional interaction with colleagues, parents and the general public. Student teachers learn about vocal health care and quality, and the practice of good voice production. They are familiarized with the use of a pronunciation dictionary to help them resolve pronunciation and word stress difficulties. They become aware of the importance of

considering the purpose, audience and context when communicating and learn how to communicate effectively to promote student learning. They also engage in practical hands-on activities of making oral and written presentations in a variety of school contexts. Built into the tutorials are opportunities for student teachers to reflect on their practices as well as on-going assignments and oral and written presentations to assess their application of the knowledge and skills that they acquire during the course.

**Diploma in Education Programme  
(Teaching of ML/TL at Secondary Level)**

## Curriculum Structure for Dip Ed Programme Teaching of ML/TL at Secondary Level

**Table 4: Curriculum Structure for Dip Ed (Teaching of ML/TL at Secondary Level) Programme  
Year 1**

Category/ Subject	Course Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	DED021	Professional Practice and Inquiry I	0
	DED022	Professional Practice and Inquiry II	1
	DED136	Teaching and Managing Learners at the Secondary Level	2
	DED137	ICT for Meaningful Learning	2
	DED139	Educational Psychology: Theories and Application for Learning and Teaching	1
	DED140	Assessing Learning and Performance	1
	DED141	Group Endeavours in Service Learning	1
<b>CURRICULUM STUDIES (Select either Malay or Tamil)</b>			
Malay Language	DCD132	Foundations to Malay Language Curriculum	4
	DCD133	Strategies and Approaches in the Teaching of Malay Language	4
Tamil Language	DCT130	Teaching of Tamil Language I (Secondary)	4
	DCT131	Teaching of Tamil Language II (Secondary)	4
<b>CURRICULUM STUDIES (Select either Malay or Tamil)</b>			
Malay Literature	DCF131	Introduction to the Teaching of Malay Literature	2
Tamil Literature	DCK130	Teaching of Modern Literature I	1
	DCK131	Teaching of Tamil Literature I	1
<b>SUBJECT KNOWLEDGE</b>			
Malay Language	DSD132	Introduction to Phonology	2
	DSD133	Malay Morphology	3
Tamil Language	DST130	Tamil Language I	3
	DST131	Tamil Language II	3
<b>SUBJECT KNOWLEDGE</b>			
Malay Literature	DSF132	Readings in Malay Literature	3
	DSF133	Performing Literature / Dramatization of Literary Texts	3
Tamil Literature	DSK130	Tamil Literature I	3
	DSK131	Tamil Literature II	3
<b>PRACTICUM</b>			
	DPR132	Teaching Practice 1	3
<b>LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS</b>			
	DLK131	English for Academic and Professional Purposes	2
Use of Malay in Teaching	DLM131	Use of Malay in Teaching	2
Use of Tamil in Teaching	DLT130	Use of Tamil in Teaching I	2

## *Year 2*

Category/ Subject	Course Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	DED231	The Social Context of Teaching and Learning	1
	DED232	Character and Citizenship Education	1
<b>CURRICULUM STUDIES (Further studies in language taken in Year 1)</b>			
Malay Language	DCD232	Assessment of Learning	3
	DCD233	Assessment for Learning	2
	DCD234	Teaching of Malay Language and Grammar	3
Tamil Language	DCT230	Teaching of Tamil Language III (Secondary)	4
	DCT231	Teaching of Tamil Language IV (Secondary)	4
<b>CURRICULUM STUDIES (Further studies in subject taken in Year 1)</b>			
Malay Literature	DCF231	Strategies and Approaches in the Teaching of Malay Literature	2
Tamil Literature	DCK230	Teaching of Tamil Literature II	2
<b>SUBJECT KNOWLEDGE (Further studies in language taken in Year 1)</b>			
Malay Language	DSD231	Malay Syntax	3
	DSD232	Socio-cultural context of literacy (Secondary)	2
Tamil Language	DST230	Tamil Language III	3
<b>SUBJECT KNOWLEDGE (Further studies in subject taken in Year 1)</b>			
Malay Literature	DSF231	Aesthetics and Rhetoric Through Literature	2
Tamil Literature	DSK230	Tamil Literature III	3
<b>PRACTICUM</b>			
	DPR232	Teaching Practice 2	12
<b>LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS</b>			
	DLK231	Communication Skills for Teachers	2
Use of Malay in Teaching	DLM231	Stylistic in Social and Academic Discourse	2
Use of Tamil in Teaching	DLT230	Use of Tamil in Teaching II	2

## Contents of Core Courses and Prescribed Electives

### Education Studies

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DED021	Professional Practice and Inquiry I	Core	0	-
	DED022	Professional Practice and Inquiry II	Core	1	-
	DED136	Teaching and Managing Learners at the Secondary Level	Core	2	-
	DED137	ICT for Meaningful Learning	Core	2	-
	DED139	Educational Psychology: Theories and Application for Learning and Teaching	Core	1	-
	DED140	Assessing Learning and Performance	Core	1	-
	DED141	Group Endeavours in Service Learning	Core	1	-
2	DED231	The Social Context of Teaching and Learning	Core	1	-
	DED232	Character and Citizenship Education	Core	1	-

### DED021 Professional Practice and Inquiry I

This course provides the foundation for student teachers to understand the process of integrating and aggregating their learning, be reflective and establish the theory-practice connection to their practice. In particular, this course will provide avenues for student teachers to (i) explore and reflect on their beliefs as teachers, (ii) understand the process of inquiring into their teaching and (iii) articulate their growing understanding of what constitutes a 21<sup>st</sup> century educator pivoted on NIE's value-based V<sup>3</sup>SK framework.

## **DED022 Professional Practice and Inquiry II**

This course builds on Professional Practice and Inquiry I. Embedded within the PPI course is the use of an e-Portfolio to facilitate student teachers' construction of their conceptual framework of learning and teaching. This course aids the aggregation and integration of student teachers' learning from the various courses in NIE to prepare them for their teaching practice. During teaching practice, the e-Portfolio facilitates student teachers' inquiry into their own practice with a focus on the Theory-Practice Nexus. In addition, student teachers articulate their growing understanding of what constitutes good teaching in relation to NIE's Graduated Teacher Competencies (GTC).

## **DED136 Teaching and Managing Learners at the Secondary Level**

Teachers attend to learners of various needs and abilities across their different stages of development. Beginning Teachers require relevant classroom management skills to effectively accommodate their students' differentiated learning needs. By the end of the course, student teachers will be aware of the necessary skills and knowledge required of Beginning Teachers to design conducive learning environments supported by relevant management strategies to accommodate diverse learners in their classrooms.

## **DED137 ICT for Meaningful Learning**

This course prepares student teachers to engage learners in meaningful learning with the use of ICT. Student teachers will learn to analyse the affordances of technology tools for promoting meaningful learning. Opportunities will be provided for student teachers to analyse critical issues related to designing technology-enabled lessons, supported by appropriate instructional strategies. They also need to consider appropriate measures in ensuring cyber wellness. Student teachers will be assessed for their skills and knowledge in designing meaningful ICT-enabled teaching and learning activities.

## **DED139 Educational Psychology: Theories and Applications for Learning and Teaching**

This course provides the foundation for understanding learners, learner development, and the psychology of learning. The ways in which these aspects influence the processes of learning will be considered, and proactive approaches to enhancing student motivation, learning, and thinking explored. Theories with a focus on students' psychosocial and cognitive development will be introduced and its implications for classroom-practice considered. In particular, the course will consider areas such as why and how some students learn or fail to learn, and how students' intellectual, social, emotional, and personal development occurs.

## **DED140 Assessing Learning and Performance**

This course provides participants with the ability to understand and apply the basic principles of educational assessment. The course will discuss the principles of educational measurement of learning. It aims to equip future teachers with the necessary knowledge and skills to monitor, appraise and evaluate learners' content knowledge, progress and performance achievement. This course will cover traditional paper and pencil testing methods and performance-based, authentic assessment procedures. The course will also include discussions on using assessment for learning.

## **DED141 Group Endeavours in Service Learning**

Group Endeavours in Service Learning (GESL) is a service-learning community engagement project which is mandatory for all student teachers. Student teachers work in groups of about 20 on a service-learning project that they craft together in partnership with an/several organization(s). GESL provides the opportunity for groups to broaden their knowledge and understanding of underserved communities. Service and learning objectives are determined before the group commence on their project. Each group has a staff mentor who mentors, guides, and eventually assesses the group on their project. GESL seeks to empower student teachers through a hands-on approach of finding out the needs of the community and serving them. It is hoped that through the experience of conducting a service-learning project, each student teacher would develop social-emotional learning competencies, project management skills, teamwork, needs analysis,

decision-making, and empathy towards the communities they serve.

## **DED231 The Social Context of Teaching and Learning**

This course aims to promote deeper understanding about the socio-political development of the Singapore education system among pre-service teachers at the National Institute of Education. They will appreciate the functions of the education system in socializing citizens for economic, political and social roles in the context of a multi-ethnic and multicultural society. They will have the opportunity to understand the rationale of major education policies and new government initiatives that impact the work of school leaders, teachers, students and other stakeholders in order to achieve the Desired Outcomes of Education laid out by the Ministry of Education. At the same time, they will be made aware of the diverse and multiple roles that are played by teachers in the education system. It is hoped that pre-service teachers will become aware of the challenges that teachers face when engaging in pedagogical developments and initiatives in schools, and be empowered to become innovative, effective and caring teachers. Pre-service teachers are encouraged to link the content learnt in this course to what they have learnt in other courses at NIE, as they discuss major challenges and issues in the Singapore education system.

## **DED232 Character and Citizenship Education**

This course helps pre-service teachers to understand the key concepts and issues in Character and Citizenship Education (CCE) and get a good grasp of their roles in CCE in school. As schools play a nurturing role in the development of students, teachers have the responsibility to be aware of their professional commitments with regard to CCE: What roles do teachers play in the character development of students? What are the relevant attitudes, knowledge and skills that teachers should possess to enable them to contribute meaningfully to the character development of their students in schools? How should teachers introduce students to the notions of citizenship through citizenship education?

Hence, the CCE course will allow pre-service teachers in NIE to learn about character development, elements of citizenship, key approaches and pedagogies for CCE, as well as current MOE CCE policy and curriculum. Furthermore, the course will emphasize the relevant knowledge and skills teachers will need in order to deliver the CCE curriculum. Pre-service teachers will learn about the policies associated with CCE and be given opportunities to discuss the implementation of CCE in their future roles as teachers.

## CURRICULUM STUDIES

### The Teaching of Malay Language (Secondary)

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCD132	Foundations to Malay Language Curriculum	Core	4	-
	DCD133	Strategies and Approaches in the Teaching of Malay Language	Core	4	-
2	DCD232	Assessment of Learning	Core	3	-
	DCD233	Assessment for Learning	Core	2	
	DCD234	Teaching of Malay Language and Grammar	Core	3	-

#### DCD132 Foundations to Malay Language Curriculum

The course aims to equip student teachers with the knowledge and skills to integrate listening, speaking, reading and writing skills in the teaching of language. Student teachers will learn how to plan a Malay language lesson, integrate the various language skills and teaching strategies as well as taking note of the learning differences among learners at the secondary level. Knowledge on how to evaluate listening, speaking and reading skills using a range of resources and strategies at varying educational streams will be included. The reading and writing processes, including process writing, as well as the theoretical models and approaches to reading and writing instruction are also emphasized. Student teachers will learn how to use various text types, including multimodal texts, in teaching reading and writing. They will also learn the use of multiliteracies in teaching reading and writing.

### **DCD133 Strategies and Approaches in the Teaching of Malay Language**

As an extension to the Foundations to Malay Language Curriculum, this course explores various strategies and approaches in the teaching of Malay language. Student teachers will be introduced to rationales and theoretical underpinnings of each strategy which hope to address particular educational considerations. Student teachers will also be equipped with latest and relevant teaching strategies and approaches, and skills to adapt such strategies to suit the differing learning needs of pupils. Field experiences will be arranged, where appropriate, to link theory with practice.

### **DCD232 Assessment of Learning**

This course aims to provide student teachers with extensive discussion and understanding on the basic concepts in testing, the concept of validity and reliability, the construction and administration of test items and item analysis. The infusion of critical and creative thinking into the construction and development of language test items and materials will be emphasized. Hands-on exercises will form an important part of the course.

### **DCD233 Assessment for Learning**

This course aims to explore the theoretical understanding, issues and complexities of authentic and alternative assessments within the classroom context and alongside the traditional examinations practices. Essentially, the course highlights assessment for learning as an integral component of teaching and learning processes. Various strategies to approach the challenges of assessment for learning; teacher-based formative assessments; rubric designs and its application in classroom settings with students of differing learning styles and academic abilities will be included.

### **DCD234 Teaching of Malay Language and Grammar**

The course focuses on the various approaches and strategies in the teaching of grammar. As a departure to the traditional method of the teaching of grammar, this course offers many possibilities for student teachers to reapproach and reinvent the teaching of word formation, Malay language sentence, in a more creative and dynamic ways.

## Teaching of Malay Literature

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCF131	Introduction to the Teaching of Malay Literature	Core	2	-
2	DCF231	Strategies and Approaches in the Teaching of Malay Literature	Core	2	-

### DCF131 Introduction to the Teaching of Malay Literature

This course emphasizes on the efficacy and potentiality of using Malay literary texts as part of Malay language education, as well as teaching Malay literature as an academic subject, that could be incorporated in Malay language education at Primary and Secondary Levels. Student teachers will have a basic understanding of the general literary history, functions of major genres, language and aesthetic expressions, values and thought encapsulated in texts, epoch and historical background and major works of leading writers.

The aim is to give an extensive outline into Malay literary tradition which should facilitate the selection of appropriate texts/materials appropriate for the classroom level and contexts.

Methods of evaluation and testing in the study of literature will also be introduced.

## **DCF231 Strategies and Approaches in the Teaching of Malay Literature**

This course highlights the importance of planning for a classroom curriculum in teaching Malay literature. This means selection of text for various classroom levels, to match their linguistic ability and cultural and cognitive familiarity. Strategies to induce students into reading, analyzing, and dramatizing the literary texts will be further enhanced. A textual based approach of learning literature are made available alongside a more creative and experimental ways of learning literature through various visual, oral, aural and artistic ways.

## The Teaching of Tamil Language (Secondary)

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCT130	Teaching of Tamil Language I (Secondary)	Core	4	-
	DCT131	Teaching of Tamil Language II (Secondary)	Core	4	-
2	DCT230	Teaching of Tamil Language III (Secondary)	Core	4	-
	DCT231	Teaching of Tamil Language IV (Secondary)	Core	4	-

### DCT130 Teaching of Tamil Language I (Secondary)

The curriculum and methodology for teaching Tamil language. The four language skills, the importance of those skills. Various theoretical approaches to language acquisition and learning. The teaching of reading and writing for the lower secondary level, using various approaches and integrating the four language skills. The role of micro teaching and its part in the teaching and learning of Tamil Language. Tamil word processing.

### DCT131 Teaching of Tamil Language II (Secondary)

The teaching of silent and loud reading at the secondary level. The psycholinguistic model of the reading process and skills involved in reading. How to teach comprehension, dictation, close passage. Tamil poetry and proverbs at the secondary level. Emphasis on teaching poetry, proverbs, idioms and phrases through anecdotes and stories. Integration of thinking skills in teaching Tamil language.

### **DCT230 Teaching of Tamil Language III (Secondary)**

The teaching of Writing, Listening and Speaking will be taught in this course. In writing, the emphasis will be given as to how to teach, structured (guided) and natural process of writing, Modified process writing, Modified process writing, draw and write, using web quest and special days to write composition at the secondary level will be taught. Using innovative ways to teach speaking and listening for secondary students will be given dual emphasis. Tamil computer-based learning packages (student teachers will be taught to create their own Tamil computer-based packages).

### **DCT231 Teaching of Tamil Language IV (Secondary)**

The principles of testing, with emphasis on the construction of various test items and the evaluation of the test paper. The enrichment of the Tamil language programmes in secondary schools. The teaching of grammar with emphasis of functional grammar.

## The Teaching of Tamil Literature

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCK130	Teaching of Modern Literature I	Core	1	-
	DCK131	Teaching of Tamil Literature I	Core	1	-
2	DCK230	Teaching of Tamil Literature II	Core	2	-

### DCK130 Teaching of Modern Literature I

Great emphasis will be given to the folklore literature and its influence in our ancient and today's modern life. Lullaby, traditional festivals, culture and customs, stages of human life related songs, proverbs and sayings in folklore literature will be analysed in detail. Singapore literature.

### DCK131 Teaching of Tamil Literature I

An overview of the teaching of Tamil literature. The purpose of teaching literature, the place of literature in the curriculum and general methods of teaching. The teaching of poetry, ancient, medieval and modern. Techniques of teaching poetry such as explanation and presentation of dramatic situation in poems, description of images, moods and attitudes, tone, analogical language, themes and meaning. The teaching of drama and essay. Drama and the essay as literary genres and methods of getting secondary school pupils to appreciate these forms of writing.

## **DCK230 Teaching of Tamil Literature II**

The teaching of the short story. The short story as a literary genre, and the teaching of various kinds of short stories and their techniques. Techniques of teaching the novel. Teaching principles, characterization, various kinds of novels and the techniques used by writers.

## SUBJECT KNOWLEDGE

### Malay Language

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DSD132	Introduction to Phonology	Core	2	-
	DSD133	Malay Morphology	Core	3	-
2	DSD231	Malay Syntax	Core	3	-
	DSD232	Socio-cultural context of literacy (Secondary)	Core	2	-

### DSD132 Introduction to Phonology

This introductory course will give student teachers an overview of the study of language, its scope and objectives, its methods and scientific procedures, and its principal subdivisions. The course will focus on Phonology and Phonetics, covering aspects of Malay sound system, phonemes in Malay language and borrowed phonemes in Malay language.

### DSD133 Malay Morphology

This course will cover basic concepts in word formation in Malay that is; morpheme and affixes, morphological processes and word class. The course focus on Morphology, covering aspects of morphological concepts, free morpheme & bound morpheme in Malay language, apart from basic concepts in word formation such as reduplication, compound, acronyms and affixes. Emphasis will also be placed on the meaning and functions of affixes in word formation and morpho-phonological processes.

## **DSD231 Malay Syntax**

The focus of this course is on Malay sentence structures. Student teachers will be taught grammatical concepts like phrases, clauses, type of sentences and the structure of basic and transformed Malay sentences. Analysis of Malay grammar, applying knowledge of the systems of the language.

## **DSD232 Socio-cultural context of literacy (Secondary)**

The focus of this course is on literacy as a socially-situated practice. The course examines how gender, social class, economic position, language, and ethnicity influence, and are influenced, by adolescents' literacy, and how these relationships might be either problematic or capitalized on in school. The aim is for student teachers to appreciate the cultural and linguistic resources that students bring to class, and with this knowledge to look for ways to integrate those resources with the curriculum.

## Malay Literature

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DSF132	Readings in Malay Literature	Core	3	-
	DSF133	Performing Literature / Dramatization of Literary Texts	Core	3	-
2	DSF231	Aesthetics and Rhetoric Through Literature	Core	2	-

### DSF132 Readings in Malay Literature

This course aims to provide a thematic reading of major works in Malay literary culture that allow students with a first-hand reading and appreciating Malay literature. Selected themes and works, both prose and verse, are chosen, especially those that depicts the lives of the Malays, its socio-cultural and political institutions, religious orientations, thought and values, and their worldview on man, society and progress. Various socio-cultural dynamics of the Malays are encapsulated through their literature and the reading and analysis of such works are imperative in overall understanding Malay society past and present. The basic aim of this course is to generate the interest amongst students on the significance of Malay literature that encapsulate the societal and individual thought. An appreciation of its aesthetics and forms of expressions will also be highlighted throughout the course.

### DSF133 Performing Literature / Dramatization of Literary Texts

The focus of this course is to highlight the significance of literary texts that is to be read and understood at a performative level. Teaching and learning of literature will be approached in a more dramatic fashion, rather

than the conventional literary analysis. A dramatized discourse would suggest a close reading with dramatizing its interpretations. Here, literary texts will be translated into another form of cultural expressions that are reinterpreted, debated and staged. Both selected classical and modern Malay literary texts will be used in this course. Such dramatization of literary text would enable student to blend their literary exposure with those visual and dramatic skills that are essential in language teaching and education. The versatility of students of literature to weave their interpretations into the domain of performing arts will be the main focus of the course.

### **DSF231 Aesthetics and Rhetoric Through Literature**

The focus of this course complements the two earlier courses offered in the programme. This course offered at the 2<sup>nd</sup> Year assumes that a basic exposure and appreciating literature has been given in the 1<sup>st</sup> Year. A more reflective, analytical course of literature is therefore relevant.

The aim of this course is to emphasize the significance of literature in documenting Malay values and thought, and the forms and expressions that have been encapsulated, both in prose and verse in various Malay literary genres, past and present. The esthetics appreciation calls for the appreciation of ethnopoetics and the styles of expressions that are found in Malay literary traditions. The form of literature is then linked to the socio-cultural dynamics of its producers or patrons. The analysis of rhetorics calls for a critical scrutiny of ideas as expressed in Malay literature in the forms of didacticism, satire, metaphors and the like.

The efficacy of ideas and values expressed in Malay literature is then assessed based on the universal and religious values, with the final aim to reflect the calls for humanity as expressed in the Malay literature.

## Tamil Language

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DST130	Tamil Language I	Core	3	-
	DST131	Tamil Language II	Core	3	-
2	DST230	Tamil Language III	Core	3	-

### DST130 Tamil Language I

Introduction to linguistics and richness of Tamil Language, and the syntax of Tamil language. Linguistics and its importance in Tamil language teaching. The syntactical structure of Tamil. The definition of linguistics, its principal sub-divisions and its contribution to better overall Tamil language teaching. The position of Tamil among the languages of the Dravidian family. The structure, syntax and transformation of Tamil sentences. The phonological structure of Tamil. The vowel and consonant phonemes of Tamil, allophones, articulatory features and distribution in the initial, medial and final positions of words.

### DST131 Tamil Language II

The semantics and the morphology of Tamil language. The systematic relation of grammatical structures to meanings, uses and situations. Synonymy, antonymy, homonymy and polysemy. The morphological structure of the Tamil language. The concept of Col (word) and its classification. The various parts of speech in Tamil, namely noun, verb, adjective, adverb and particles.

## **DST230 Tamil Language III**

The various types of morphophonemics (Sandhi) and their rules, and the situations where students are likely to make mistakes often. A definition of Sandhi process in Sandhi and various aspects of Sandhi. Various rules of Sandhi to be explained with appropriate examples and exercises through various activities.

## Tamil Literature

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DSK130	Tamil Literature I	Core	3	-
	DSK131	Tamil Literature II	Core	3	-
2	DSK230	Tamil Literature III	Core	3	-

### DSK130 Tamil Literature I

An overview of the growth and development of Tamil literature from the ancient to the modern period. The Sangam period, ethical works and their literary merits, twin epics, devotional literature, the contributions of Jains and Buddhists, epics such as Kambaramayana and Periyapurana. Contributions made by Western scholars. A brief history of children's literature and its various forms in India and Singapore. Contributions made by great writers such as A Valliappa, N Pazhanivelu, Ilamaaran, Kuzha Kadhiresan, Poovannan. Contributions of selected storybooks, nursery rhymes, songs and magazines.

### DSK131 Tamil Literature II

Modern Tamil Poetry. And Literary Criticism. A brief history of modern poetry and its various forms. The study of selected poems from the works of great poets such as Bharathiyar, Bharadhithasan, Kavimani, Vaanithasan, Kannathasan, and Vairamuthu, Metha. The importance and the role of Literary criticism and various kinds of literary criticism in Tamil. Critical analysis of literary forms.

## **DSK230 Tamil Literature III**

An overview of the growth and development of Tamil literature in Singapore. The various genres such as poetry, novel, short-story, drama and translation. The study of selected Singapore Poetry, novels, and short stories.

## Practicum

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DPR132	Teaching Practice 1	Core	3	-
2	DPR232	Teaching Practice 2	Core	12	TP1

Teaching Practicum is a very important component of the diploma programme. Student teachers will apply their knowledge and skills for the teaching subjects they are trained in and develop their teaching competencies in a variety of instructional contexts and at different levels under the guidance and supervision of cooperating teachers, school coordinating mentors and university lecturers. They will learn from experienced school mentors about the schooling process and prepare themselves for their roles and responsibilities in teaching.

The Practicum is developmental in nature. It comprises two school attachment periods, i.e., Teaching Practice 1 (TP1), and Teaching Practice 2 (TP2).

## **DPR132 Teaching Practice 1**

The 5-week Teaching Practice 1 is to help the student teachers begin to learn to teach independently. They will be provided opportunities to observe their CTs' lessons. Eventually they will learn to plan their own lessons to teach, prepare the relevant resources and manage pupils independently, in consultation with their CTs.

## **DPR232 Teaching Practice 2**

In this 10-week Teaching Practice 2, the student teachers will build up their skills and knowledge in a step-wise manner. They will develop planning and delivery skills, followed by classroom management and assessment skills. In addition, to ensure that the student teachers have a holistic experience, they will also be provided opportunities to explore other aspects of a teacher's life besides classroom teaching, for example, observing how CCAs are managed.

## LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DLK131	English for Academic and Professional Purposes	Core	2	-
	DLM131	Use of Malay in Teaching	Core	2	-
	DLT130	Use of Tamil in Teaching I	Core	2	-
2	DLK231	Communication Skills for Teachers	Core	2	-
	DLM231	Stylistic in Social and Academic Discourse	Core	2	-
	DLT230	Use of Tamil in Teaching II	Core	2	-

### DLK131 English for Academic and Professional Purposes

English for Academic and Professional Purposes is designed to develop student teacher language and communicative competence towards two desired outcomes. The first is to equip student teachers with the thinking and language skills needed to produce appropriate texts in course-related writing tasks. The second is to guide them towards a reader-focused and socially-aware approach to written communications with colleagues, parents, and other people that teachers interact with in the course of their work. In addressing these outcomes, the course also raises awareness of how grammar can affect meaning.

### DLM131 Use of Malay in Teaching

This course will focus on basic oral communication skills, where emphasis will be given on the importance of idea formation, idea organization, clarity and cohesion, confidence in articulation of ideas, the manners and decorum of expressing it apart from basic linguistic rules and standard pronunciation.

The importance of linguistic elegance and versatility will be showcased. Oral communication in formal context, with various interlocutors will be introduced.

Moreover, higher level of communication skills as required in debate, forum and seminars will be practiced in this course. The skills of conducting meetings and formal ceremonies will also be given. In practicing and infusing the confidence in language use, in its various formal and creative ways, students can be made to recite Malay classical and modern poems where spontaneity, creativity and voice projection blends with linguistic ability and coherence.

### **DLT130 Use of Tamil in Teaching I**

Development of oral proficiency in Tamil language. Phonetics to help student teachers acquire accuracy and mastery in pronunciation and other communication skills which we used inside and outside the classroom. Common errors in speaking with spoken and written Tamil and the syntactical aspects of Tamil. Potential of IT as a language teaching tool.

### **DLK231 Communication Skills for Teachers**

This is a practical course designed to provide student teachers with the oral and written skills necessary for effective communication as teachers in the classroom and in their professional interaction with colleagues, parents and the general public. Student teachers learn about vocal health care and quality, and the practice of good voice production. They are familiarized with the use of a pronunciation dictionary to help them resolve pronunciation and word stress

difficulties. They become aware of the importance of considering the purpose, audience and context when communicating and learn how to communicate effectively to promote student learning. They also engage in practical hands-on activities of making oral and written presentations in a variety of school contexts. Built into the tutorials are opportunities for student teachers to reflect on their practices as well as on-going assignments and oral and written presentations to assess their application of the knowledge and skills that they acquire during the course.

### **DLM231 Stylistic in Social and Academic Discourse**

The focus of this course is on the use of Malay in academic and social settings. New terminologies in Malay language from various field, will be introduced. The importance of organising ideas in formal academic writing will be highlighted. Types of academic writings such as seminar papers, academic journals, and research reports will be highlighted. Organising of materials and various techniques of note references and bibliography will be emphasised. Students will be familiarized with social discourses, speech writing or texts for formal occasions, and the writing of newspapers articles and forums. The main aim is to ensure the versatility of students in their discoursing and linguistic abilities, both in the academic and social fields.

### **DLT230 Use of Tamil in Teaching II**

Written communication skills. Essay writing, report writing and creative writing and other communication

skills that are necessary for various professional roles that teachers assume in primary or secondary schools. Using IT to teach written skills.

**Diploma in Education Programme  
(Teaching of Art/Music at Secondary Level)**

## Curriculum Structure for Dip Ed Programme Teaching of Art/Music of Art/Music at Secondary Level)

The curriculum structures of the Dip Ed (Secondary) (Art/Music) (Two-Year) Programmes are shown in Tables 5 & 6 below:

**Table 5: Curriculum Structure for Dip Ed (Teaching of Art at Secondary Level) Programme**

### *Year 1*

Category/ Subject	Course Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	DED021	Professional Practice and Inquiry I	0
	DED022	Professional Practice and Inquiry II	1
	DED136	Teaching and Managing Learners at the Secondary Level	2
	DED137	ICT for Meaningful Learning	2
	DED139	Educational Psychology: Theories and Application for Learning and Teaching	1
	DED140	Assessing Learning and Performance	1
	DED141	Group Endeavours in Service Learning	1
<b>CURRICULUM STUDIES</b>			
Art	DCA130	Visual Representation and Expression I: Issues in two-dimensional praxis	3
	DCA131	Visual Representation and Expression II: Issues in three-dimensional praxis	3
	DCA133	Visual Representations and Expressions III – Issues in new media praxis	3
<b>CURRICULUM STUDIES (Select either English Language or Mathematics)</b>			
English Language	DCE130	English Language Teaching at Lower Secondary Level I	3
	DCE131	English Language Teaching at Lower Secondary Level II	2
Mathematics	DCM130	Teaching and Learning of Lower Secondary Mathematics I	2
	DCM131	Teaching and Learning of Lower Secondary Mathematics II	2
<b>SUBJECT KNOWLEDGE</b>			
Art	DSA130	Understanding Visual Literacy	3
	DSA131	Concepts and Practices in Art Education	3
	DSA132	The Development of Adolescent Art & its implications for Teaching	3

*cont'd*

Category/ Subject	Course Code	Title	No. of AUs
<b>SUBJECT KNOWLEDGE(Select 1 subject corresponding to the Curriculum Studies subject)</b>			
English Language	DSE130	Introduction to the English Language I	2
Mathematics	DSM130	Topics related to Lower Secondary Mathematics I	2
<b>PRACTICUM</b>			
	DPR132	Teaching Practice 1	3
<b>LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS</b>			
	DLK131	English for Academic and Professional Purposes	2

## *Year 2*

Category/ Subject	Course Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	DED231	The Social Context of Teaching and Learning	1
	DED232	Character and Citizenship Education	1
<b>CURRICULUM STUDIES</b>			
Art	DCA233	Art Theory in Action II	2
<b>CURRICULUM STUDIES (Further studies in subject taken in Year 1)</b>			
English Language	DCE230	English Language Teaching at Lower Secondary Level III	3
	DCE231	English Language Teaching at Lower Secondary Level IV	2
Mathematics	DCM230	Teaching and Learning of Lower Secondary Mathematics III	2
	DCM231	Teaching and Learning of Lower Secondary Mathematics IV	2
<b>SUBJECT KNOWLEDGE</b>			
Art	DSA230	Visual Arts Education in Museums and Galleries	3
	DSA231	Contemporary South East Asian Art	3
<b>SUBJECT KNOWLEDGE</b>			
English Language	DSE230	Introduction to the English Language II	2
Mathematics	DSM230	Topics related to Lower Secondary Mathematics II	2
<b>PRACTICUM</b>			
	DPR232	Teaching Practice 2	12
<b>LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS</b>			
	DLK231	Communication Skills for Teachers	2

**Table 6: Curriculum Structure for Dip Ed (Teaching of Music at Secondary Level) Programme**

***Year 1***

Category/ Subject	Course Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	DED021	Professional Practice and Inquiry I	0
	DED022	Professional Practice and Inquiry II	1
	DED136	Teaching and Managing Learners at the Secondary Level	2
	DED137	ICT for Meaningful Learning	2
	DED139	Educational Psychology: Theories and Application for Learning and Teaching	1
	DED140	Assessing Learning and Performance	1
	DED141	Group Endeavours in Service Learning	1
<b>CURRICULUM STUDIES</b>			
Music	DCI132	Secondary School Music	3
	DCI135	Conducting	2
	DCI136	Conducting for Choir I	2
	DCI137	Conducting for Band I	2
<b>CURRICULUM STUDIES (Select either English Language or Mathematics)</b>			
English Language	DCE130	English Language Teaching at Lower Secondary Level I	3
	DCE131	English Language Teaching at Lower Secondary Level II	2
Mathematics	DCM130	Teaching and Learning of Lower Secondary Mathematics I	2
	DCM131	Teaching and Learning of Lower Secondary Mathematics II	2
<b>SUBJECT KNOWLEDGE</b>			
Music	DSI130	World Music in Education	3
	DSI131	Composing for Classroom	3
<b>SUBJECT KNOWLEDGE (Select 1 subject corresponding to the Curriculum Studies subject)</b>			
English Language	DSE130	Introduction to the English Language I	2
Mathematics	DSM130	Topics related to Lower Secondary Mathematics I	2
<b>PRACTICUM</b>			
	DPR132	Teaching Practice 1	3
<b>LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS</b>			
	DLK131	English for Academic and Professional Purposes	2

## *Year 2*

Category/ Subject	Course Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	DED231	The Social Context of Teaching and Learning	1
	DED232	Character and Citizenship Education	1
<b>CURRICULUM STUDIES</b>			
Music	DCI232	Educational Perspectives in Music	3
	DCI234	Conducting Choir II	2
	DCI235	Conducting for Band II	2
<b>CURRICULUM STUDIES (Further studies in subject taken in Year 1)</b>			
English Language	DCE230	English Language Teaching at Lower Secondary Level III	3
	DCE231	English Language Teaching at Lower Secondary Level IV	2
Mathematics	DCM230	Teaching and Learning of Lower Secondary Mathematics III	2
	DCM231	Teaching and Learning of Lower Secondary Mathematics IV	2
<b>SUBJECT KNOWLEDGE</b>			
Music	DSI231	Music in Media	3
	DSI232	Musics of Popular Culture in Education	3
<b>SUBJECT KNOWLEDGE ( Further studies in subject taken in Year 1)</b>			
English Language	DSE230	Introduction to the English Language II	2
Mathematics	DSM230	Topics related to Lower Secondary Mathematics II	2
<b>PRACTICUM</b>			
	DPR232	Teaching Practice 2	12
<b>LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS</b>			
	DLK231	Communication Skills for Teachers	2

## **Contents of Core Courses and Prescribed Electives**

### **EDUCATION STUDIES**

The courses for DED021-141 & DED231-232 are described in Education Studies section under Dip Ed Programme (Teaching of ML/TL at Secondary Level).

## CURRICULUM STUDIES

### The Teaching of Art (Secondary)

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCA130	Visual Representation and Expression I: Issues in two-dimensional praxis	Core	3	-
	DCA131	Visual Representation and Expression II: Issues in three-dimensional praxis	Core	3	-
	DCA133	Visual Representations and Expressions III - Issues in new media praxis	Core	3	-
2	DCA233	Art Theory in Action II	Core	2	-

#### DCA130 Visual Representation and Expression I: Issues in two-dimensional praxis

Introduction to the concept and practice of representation and expression. Student teachers will consider the use of two-dimensional expressive and representational media and its role in the formation of symbolic systems. Using a combination of studio-practice and theory, student teachers will develop their own competence in two-dimensional representation and expressive processes. Additionally, links will be made to the role played by representational and expressive thought in children's intellectual and emotional development. Links with classroom practice will be made. Student teachers will also explore innovative methods of documenting the range of investigative and research-oriented activities undertaken in this course.

**DCA131 Visual Representation and Expression II: Issues in three-dimensional praxis**

The concept and practice of representation and expression will continue to be investigated. Student teachers will consider the use of three-dimensional expressive and representational media and its role in the formation of symbolic systems. Using a combination of studio-practice and theory, student teachers will develop their own competence in three-dimensional representation and expressive processes. They will be encouraged to undertake projects in which they will develop an understanding of the relationships which link Sculpture and Ceramics. Links will be made to the role played by representational and expressive thought in children's intellectual and emotional development. Links with classroom practice will be made.

**DCA133 Visual Representations and Expressions III - Issues in new media praxis**

The concept and practice of representation and expression will continue to be investigated. Student teachers will consider the use of the role of digital and interactive technologies in expressive and representational media and their role in the formation of symbolic systems. Using a combination of studio-practice and theory, student teachers will use new media technologies to develop their own competence in representation and expressive processes. Links with classroom practice will be made.

## **DCA233 Art Theory in Action II**

Student Teachers will consolidate previous knowledge of art theory and practice as they relate to their visual art teaching practices within the classroom context. Discussion will focus on teaching and learning in Singapore as they relate to approaches in art education internationally.

## The Teaching of English Language at Lower Secondary Level

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCE130	English Language Teaching at Lower Secondary Level I	Core	3	-
	DCE131	English Language Teaching at Lower Secondary Level II	Core	2	-
2	DCE230	English Language Teaching at Lower Secondary Level III	Core	3	-
	DCE231	English Language Teaching at Lower Secondary Level IV	Core	2	-

### DCE130 English Language Teaching at Lower Secondary Level I

Teaching of listening and speaking within integrated units at lower secondary level. Introduction to the English Language curriculum, unit and lesson planning. Selection and preparation of a variety of appropriate materials and evaluation modes.

### DCE131 English Language Teaching at Lower Secondary Level II

Insights into current teaching approaches of grammar at lower secondary level. Ways of devising learning tasks and activities, and producing effective lesson plans that maximise pupils' learning and participation.

### DCE230 English Language Teaching at Lower Secondary Level III

Teaching reading, vocabulary and writing within integrated units at lower secondary level. Preparation of units of work and lesson plans. Selection of appropriate learning tasks, materials and evaluation approaches.

**DCE231 English Language Teaching at Lower Secondary Level IV**

Consolidation of student teachers' knowledge and skills in response to varied pupil language learning needs and a range of classroom interaction contexts.

## The Teaching of Mathematics at Lower Secondary Level

Subject requirements:

Pass in Mathematics (Syllabus C) or Further Mathematics at 'A' Level in the GCE 'A' Level Examination or its equivalent; and

Polytechnic Diploma holders who do not meet the requirements as specified above may, at the discretion of the Head of Mathematics and Mathematics Education Academic Group, be allowed to read the subject based on relevant subjects passed at the polytechnic diploma programmes.

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCM130	Teaching and Learning of Lower Secondary Mathematics I	Core	2	-
	DCM131	Teaching and Learning of Lower Secondary Mathematics II	Core	2	-
2	DCM230	Teaching and Learning of Lower Secondary Mathematics III	Core	2	-
	DCM231	Teaching and Learning of Lower Secondary Mathematics IV	Core	2	-

### DCM130 Teaching and Learning of Lower Secondary Mathematics I

Overview of the aims, framework, teaching approaches of the Lower Secondary Mathematics curriculum. Learning theories in mathematics and concept formation. Preparation of scheme of work and lesson plans. Pedagogical principles of mathematics teaching using various teaching strategies. The teaching of Arithmetic.\*

## **DCM131 Teaching and Learning of Lower Secondary Mathematics II**

Nature of mathematical thinking. Polya's model and various strategies for problem solving. Hands-on experience of explaining specific Mathematics concepts and procedures. The teaching of Algebra and graphs\* - link will be made to the 'model' approach used in Primary schools.

## **DCM230 Teaching and Learning of Lower Secondary Mathematics III**

Assessment in mathematics, test construction and marking. Task analysis and error analysis. Techniques for diagnosing pupils with mathematical difficulties and remedial strategies. The teaching of mensuration and geometry.\*

## **DCM231 Teaching and Learning of Lower Secondary Mathematics IV**

Rationale and types of mathematics projects. Methods and procedures for designing and implementation of mathematics projects. Enrichment and mathematical investigation activities. The teaching of trigonometry and statistics.\*

*\* The teaching of the various mathematics topics will include discussion of the concepts, pupil difficulties, the use of suitable approaches, strategies and media such as the use of teaching aids and information technology.*

## The Teaching of Music (Secondary)

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCI132	Secondary School Music	Core	3	-
	DCI135	Conducting	Core	2	-
	DCI136	Conducting for Choir I	Core	2	-
	DCI137	Conducting for Band I	Core	2	-
2	DCI232	Educational Perspectives in Music	Core	3	-
	DCI234	Conducting Choir II	Core	2	-
	DCI235	Conducting for Band II	Core	2	-

### DCI132 Secondary School Music

The teaching of music in the secondary school with particular reference to the syllabus as it is in operation in Singapore schools.

### DCI135 Conducting

The fundamentals of choral and/or band conducting through classroom performance.

### DCI136 Conducting for Choir I

The development of practical musical skills through participation in choral work.

### DCI137 Conducting for Band I

The development of practical musical skills through participation in band.

**DCI232 Educational Perspectives in Music**

The fundamental issues which underpin contemporary music education and classroom practice.

**DCI234 Conducting Choir II**

The development of vocal skills (level 2) through participation in choral work.

**DCI235 Conducting for Band II**

Further development of musicianship skills through participation in band.

## SUBJECT KNOWLEDGE

### Art

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DSA130	Understanding Visual Literacy	Core	3	-
	DSA131	Concepts and Practices in Art Education	Core	3	-
	DSA132	The Development of Adolescent Art & its Implications for Teaching	Core	3	-
2	DSA230	Visual Arts Education in Museums and Galleries	Core	3	-
	DSA231	Contemporary South East Asian Art	Core	3	-

### DSA130 Understanding Visual Literacy

Visual Literacy refers to the capacity to read and interpret visual images. In contemporary culture, the visual image is being increasingly used as a vehicle through which information is relayed. From bill-boards to DVDs, from computer games to MTV clips, from television to the internet, information is being communicated visually. It is essential that we develop the capacity to understand that visual images do more than merely decorate. Visual images need to be read with the rigor and attention that was once reserved for the printed word. This course will offer an introduction to the study and interpretation of visual culture through a range of theoretical perspectives that seek to explain how visual images generate meaning.

### DSA131 Concepts and Practices in Art Education

The course will look into how the teaching of art has evolved over history. Issues that arise from the various education philosophies and theories and their curriculum implications will be discussed. The course

will also examine how government policies and initiatives in the arts influence the teaching of art in primary schools. Student teachers will

- discuss the current trends in art education
- relate concepts and theories in art education in their practice
- understand the relationship between issues in art education and the development of art curriculum

### **DSA132 The Development of Adolescent Art & its Implications for Teaching**

Considers the development of adolescents' use of visual media. Student teachers will be helped to understand that when young children and adolescents use and organize visual media, they form important understandings about representation, symbols and signs which will prove crucial to their cognitive development. The educational implications will be considered. Student teachers will

- understand key developmental and cognitive theories that underpin artistic development in adolescents
- evaluate critically these theories and their relevance in today's art education in schools
- be informed and aware of their own beliefs when planning art instructions in classroom

### **DSA230 Visual Arts Education in Museums and Galleries**

This course will explore the educational role of museums and galleries and its relationship to art education. The primary aim is to help student teachers conceptualise and develop innovative gallery-based resources for different levels of

schooling. Fieldtrips will be conducted to the various local museums and galleries.

Topics:

- Historical background and development of the Art Museum
- Art Museum Education in Singapore
- The Art Gallery as a Site of Research
- Utilising Museum resources for developing personalized curriculum materials, for example, interdisciplinary materials.
- Educational approaches to developing gallery-based activities
- Museum-school collaboration

## **DSA231 Contemporary South East Asian Art**

This course is the first of two courses that looks at the development of art in Singapore and in Southeast Asia. The interest here is in prospecting the contemporary in historical terms. This course focuses on ways by which the contemporary and the region are diversely seen, read, desired, claimed and discussed. The approach entails studies of art practices, productions and critical texts. The course will be conducted through lectures, tutorial discussions and assignment projects.

Specific Course Objectives:

- To formulate and develop a critical inquiry of personal interest;
- To acquire requisite methods for realizing a research project;
- To develop critical awareness of contemporary and art historical issues and their application for teaching

## English Language

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DSE130	Introduction to the English Language I	Core	2	-
2	DSE230	Introduction to the English Language II	Core	2	-

### DSE130 Introduction to the English Language I

Focus on understanding the language requirements of the Singapore lower secondary English language syllabus through a review of the phonological and grammatical systems of English and their realisation in the main text types in English. Review of the main reference resources available to teachers.

### DSE230 Introduction to the English Language II

This course builds on student teachers' knowledge of English grammar covered in DSE100. It aims to develop student teachers' skills in analysing grammatical features in pupils' writing at the lower secondary level. Student teachers will learn to identify, classify and explain types of pupil errors, and analyse texts in relation to grammatical features based on text types.

## Mathematics

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DSM130	Topics related to Lower Secondary Mathematics I	Core	2	-
2	DSM230	Topics related to Lower Secondary Mathematics II	Core	2	-

### DSM130 Topics related to Lower Secondary Mathematics I

Historical numeration systems, numeration systems in different bases, number systems and operations. Basic concepts in number theory and divisibility. Proportional reasoning and algebraic concepts.

### DSM230 Topics related to Lower Secondary Mathematics II

Concepts in statistics: data representation, measures of central tendency and variation. Selected topics in mensuration, geometry and trigonometry.

## Music

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DSI130	World Music in Education	Core	3	-
	DSI131	Composing for Classroom	Core	3	-
2	DSI231	Music in Media	Core	3	-
	DSI232	Musics of Popular Culture in Education	Core	3	-

### DSI130 World Music in Education

The study of local music in the Singaporean context with a view to developing curriculum and context for their place in the music classroom. Emphasis is placed on Chinese, Malay and Indian music (both North and South Indian music). The role that music from other parts of the world may play in developing pupils understanding of the rich diversity of world music and the central role of music in many societies. The emphasis throughout is on active participation through creating, performing and listening.

### DSI131 Composing for Classroom

Student teachers are encouraged to continue the exploration and development of a personal idiom in composing, but also to understand ways in which the process of composing and improvising in the school classroom may be used as an important means of developing musical understanding, and as a way in which pupils may find a way to express themselves musically.

### **DSI231 Music in Media**

An introduction to understanding Artistic processes and production in performances that employ multiple media; film musicals, contemporary MTV productions with implications for teaching and learning in classrooms.

### **DSI232 Musics of Popular Culture in Education**

The study of music of popular culture, including jazz, with a view to developing curriculum and context for their place in the music classroom. Emphasis is placed on the role that music of popular culture plays in developing pupils understanding of the rich diversity as well as its central role of music in many societies. The emphasis throughout is on active participation through creating, performing and listening.

## Practicum

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DPR132	Teaching Practice 1	Core	3	-
2	DPR232	Teaching Practice 2	Core	12	TP1

Teaching Practicum is a very important component of the diploma programme. Student teachers will apply their knowledge and skills for the teaching subjects they are trained in and develop their teaching competencies in a variety of instructional contexts and at different levels under the guidance and supervision of cooperating teachers, school coordinating mentors and university lecturers. They will learn from experienced school mentors about the schooling process and prepare themselves for their roles and responsibilities in teaching.

The Practicum is developmental in nature. It comprises two school attachment periods, i.e., Teaching Practice 1 (TP1), and Teaching Practice 2 (TP2).

## **DPR132 Teaching Practice 1**

The 5-week Teaching Practice 1 is to help the student teachers begin to learn to teach independently. They will be provided opportunities to observe their CTs' lessons. Eventually they will learn to plan their own lessons to teach, prepare the relevant resources and manage pupils independently, in consultation with their CTs.

## **DPR232 Teaching Practice 2**

In this 10-week Teaching Practice 2, the student teachers will build up their skills and knowledge in a step-wise manner. They will develop planning and delivery skills, followed by classroom management and assessment skills. In addition, to ensure that the student teachers have a holistic experience, they will also be provided opportunities to explore other aspects of a teacher's life besides classroom teaching, for example, observing how CCAs are managed.

## LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DLK131	English for Academic and Professional Purposes	Core	2	-
2	DLK231	Communication Skills for Teachers	Core	2	-

### DLK131 English for Academic and Professional Purposes

English for Academic and Professional Purposes is designed to develop student teacher language and communicative competence towards two desired outcomes. The first is to equip student teachers with the thinking and language skills needed to produce appropriate texts in course-related writing tasks. The second is to guide them towards a reader-focused and socially-aware approach to written communications with colleagues, parents, and other people that teachers interact with in the course of their work. In addressing these outcomes, the course also raises awareness of how grammar can affect meaning.

## **DLK231 Communication Skills for Teachers**

This is a practical course designed to provide student teachers with the oral and written skills necessary for effective communication as teachers in the classroom and in their professional interaction with colleagues, parents and the general public. Student teachers learn about vocal health care and quality, and the practice of good voice production. They are familiarized with the use of a pronunciation dictionary to help them resolve pronunciation and word stress difficulties. They become aware of the importance of considering the purpose, audience and context when communicating and learn how to communicate effectively to promote student learning. They also engage in practical hands-on activities of making oral and written presentations in a variety of school contexts. Built into the tutorials are opportunities for student teachers to reflect on their practices as well as on-going assignments and oral and written presentations to assess their application of the knowledge and skills that they acquire during the course.

# Diploma in Physical Education Programme

## Curriculum Structure for Diploma in Physical Education Programme

The curriculum structure for Dip PE (Primary) Programme is in Table 7 below:

**Table 7: Curriculum Structure for Diploma in Physical Education (Primary) Programme**

### *Year 1*

Category/ Subject	Course Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	DED001	Professional Practice and Inquiry I	0
	DED002	Professional Practice and Inquiry II	1
	DED106	Teaching and Managing Learners at the Primary Level	2
	DED107	ICT for Meaningful Learning	2
	DED109	Educational Psychology: Theories and Applications for Learning and Teaching	1
	DED110	Assessing Learning and Performance	1
	DED111	Group Endeavours in Service Learning	1
<b>CURRICULUM STUDIES</b>			
Physical Education	DPC10A	Principles of Games	2
	DPC10B	Instructional Methods in Physical Education	2
	DPC10C	Basketball	2
	DPC10D	Fundamental Movement Skills	2
	DPC10E	Curriculum Gymnastics	2
	DPC10G	Soccer	2
	DPC10H	Outdoor Residential Camp	1
<b>CURRICULUM STUDIES (Select one Curriculum Studies subject)</b>			
English Language	DCE100	Teaching Reading and Writing 1	3
Mathematics	DCM100	Teaching and Learning of Primary Mathematics I	3

*cont'd*

Category/ Subject	Course Code	Title	No. of AUs
<b>SUBJECT KNOWLEDGE (Select one Subject Knowledge area aligned with selected Curriculum Studies subject)</b>			
English Language	DSE100	Grammar	3
	DSE102	Exploring the Language & Structure of Texts	3
Mathematics	DSM100	Number Topics	3
	DSM101	Geometry Topics	3
<b>ACADEMIC SUBJECT</b>			
Physical Education	DPA10A	Introduction to Physical Education & Sport	2
	DPA10B	Growth and Motor Development	2
	DPA10C	Anatomical and Biomechanical Foundations of Physical Activity	3
	DPA10D	Physiology of Exercise	2
<b>LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS</b>			
	DLK101	English for Academic and Professional Purposes	2
<b>PRACTICUM</b>			
	DPR102	Teaching Practice 1	3

Note: (1) In addition to the core courses and the required number of prescribed electives, student teachers are required by the Ministry of Education to undertake a compulsory Certificate in English Language Studies (CELS). Description of CELS is available in page 23.

## *Year 2*

Category/ Subject	Course Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	DED201	The Social Context of Teaching and Learning	1
	DED202	Character and Citizenship Education	1
<b>CURRICULUM STUDIES</b>			
Physical Education	DPC20A	Instructional Strategies in Teaching of Physical Education	2
	DPC20B	Badminton	2
	DPC20C	Dance	2
	DPC20D	Softball	2
	DPC20E	Track and Field	2
	DPC20G	Fitness & Health	2
	DPC20H	Floorball	2
	DPC20J	Volleyball	2
<b>CURRICULUM STUDIES (Further studies in Curriculum Studies subject taken in Year 1)</b>			
English Language	DCE200	Teaching Reading and Writing 2	3
	DCE201	Teaching Oral Communication	2
Mathematics	DCM200	Teaching and Learning of Primary Mathematics II	3
	DCM201	Teaching and Learning of Primary Mathematics III	2
<b>ACADEMIC SUBJECT</b>			
Physical Education	DPA20A	Foundations of Psychology & Motor Learning in Physical Activity	3
<b>LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS</b>			
	DLK201	Communication Skills for Teachers	2
<b>PRACTICUM</b>			
	DPR202	Teaching Practice 2	12

## **Contents of Core Courses and Prescribed Electives**

### **EDUCATION STUDIES**

The courses for DED001-111 & DED201-202 are described in Education Studies section under Dip Ed Programme (Teaching General Subjects at Primary Level).

## CURRICULUM STUDIES

### The Teaching of Physical Education

Year	Course Code	Title	Course Category	No of AUs	Pre-requisites
1	DPC10A	Principles of Games	Core	2	-
	DPC10B	Instructional Methods in Physical Education	Core	2	-
	DPC10C	Basketball	Core	2	* apply
	DPC10D	Fundamental Movement Skills	Core	2	
	DPC10E	Curriculum Gymnastics	Core	2	* apply
	DPC10G	Soccer	Core	2	* apply
	DPC10H	Outdoor Residential Camp	Core	1	
2	DPC20A	Instructional Strategies in Teaching of Physical Education	Core	2	-
	DPC20B	Badminton	Core	2	* apply
	DPC20C	Dance	Core	2	* apply
	DPC20D	Softball	Core	2	* apply
	DPC20E	Track and Field	Core	2	* apply
	DPC20G	Fitness & Health	Core	2	-
	DPC20H	Floorball	Core	2	* apply
	DPC20J	Volleyball	Core	2	* apply

\* Student teachers are expected to have some basic skills BEFORE the start of the course. Instructors reserve the right to refuse admission to the course if the individual is deemed to be lacking in the basic skills.

### DPC10A Principles of Games

This course is designed to introduce student teachers to the concepts, theories and principles underpinning the teaching of games and to develop their pedagogical understanding in a broad spectrum of games.

They will also acquire lesson ideas, content development/progressions and teaching strategies for the teaching of target\*, invasion, net/barrier and striking/fielding games suitable for use in primary schools. Student teachers will be introduced to

developmentally appropriate teaching styles/ strategies/ approaches/models that develop their pupils into confident and active participants of the game.

These approaches include Teaching Games for Understanding (TGFU), Play Practice, the Games Concept Approach (GCA) and the Sport Education Model (SEP). Relevant Sports Science knowledge behind effective techniques, skills, tactics and their development in the game, various game-specific assessment tools of skills and game performance as well as the use of information technology (ICT) will also be introduced.

\* Target games will be prioritised.

## **DPC10B Instructional Methods in Physical Education**

This course is designed to provide student teachers with the opportunity to develop foundation skills of planning, teaching and evaluating school physical education in primary schools.

Student teachers will be introduced to content selection, organisation, instructional methods, direct teaching styles, task presentation, task, time and student management systems, observation of student performance, as well as feedback provision. Course format will include lectures, discussions, practical experiences and microteaching

## **DPC10C Basketball**

This course is designed to provide student teachers with the opportunity to develop their techniques, skills and game performance in Basketball and acquire lesson ideas, content development/progressions and teaching strategies for the teaching of Basketball in primary schools.

Student teachers will be introduced to developmentally appropriate teaching styles/strategies /approaches/models that develop their pupils into confident and active participants of the game. These approaches include Teaching Games for Understanding (TGFU), Play Practice, Games Concept Approach (GCA) and Sport Education Model (SEP).

Relevant Sports Science knowledge behind effective techniques, skills, tactics and their development in the game, various game-specific assessment tools of skills and game performance as well as the use of information technology (IT) will also be introduced.

## **DPC10D Fundamental Movement Skills**

This course provides student teachers with an understanding of the concepts, principles and practices of teaching fundamental movement skills in primary school.

It provides an overview of the role of fundamental movement within the Singapore's school physical education curriculum, focusing on developing fundamental movement skill proficiencies at the lower primary, application in modified games in the upper

primary, and relationship to the variety of specialised sports skills at the secondary levels. Specifically, this course will address the various manipulative, locomotor and nonlocomotor skills applied within a movement framework that helps define the qualitative and quantitative aspects of human movement effort.

Student teachers will have the opportunity to develop their own movement proficiency, learn to design developmentally appropriate lesson plans that incorporate the relevant teaching approaches with appropriate equipment to facilitate progressions in the learning process. Student teachers will also learn to employ appropriate formative and summative assessment tools in order to optimise pupils' participation and learning.

## **DPC10E Curriculum Gymnastics**

This course will introduce curriculum gymnastics through a developmental approach that allows the participants to explore movement themes largely on floor activities, gradually progressing from simple to complex apparatus designs. More advanced floor and apparatus skills will be taught with a focus on progression as well as safety.

Emphasis will be on the cognitive and affective development of the participants through appropriate pedagogical styles of teaching suitable for primary schools. It is anticipated that participants will complete the course with a heightened level of confidence and personal conviction for teaching gymnastics in a progressive, creative and safe manner.

## **DPC10G Soccer**

This course is designed to provide student teachers with the opportunity to develop their techniques, skills and game performance in soccer and acquire lesson ideas, content development/progressions and teaching strategies for the teaching of soccer in primary schools.

Student teachers will be introduced to developmentally appropriate teaching styles/strategies /approaches/models that develop their pupils into confident and active participants of the game. These approaches include Teaching Games for Understanding (TGFU), Play Practice, Games Concept Approach (GCA) and Sport Education Model (SEP).

Relevant Sports Science knowledge behind effective techniques, skills, tactics and their development in the game, various game-specific assessment tools of skills and game performance as well as the use of information technology (IT) will also be introduced.

## **DPC10H Outdoor Residential Camp**

The 5- Day Outdoor Residential Camp in Outward Bound School, Singapore is a compulsory course for all Year 1 PESS student teachers. The programme will enable student teachers to understand the role of Outdoor Education in schools, MOE Risk Assessment Management System (RAMS) and facilitation of learning in an outdoor context.

The content is customized to align to MOE's emphasis on teaching values through outdoor education and NIE Graduate Teacher Competencies Framework. In this

camp, student teachers will be exposed to facilitation models, adventure activities, communal living and essential outdoor skills. The latter will include camp craft, expedition planning and navigation.

## **DPC20A Instructional Strategies in Teaching of Physical Education**

This course, second in a series, builds on foundation pedagogical knowledge and skills appropriate for primary school students.

It develops competence in a variety of teaching styles evolving from Mosston and Ashworth's spectrum including inquiry, problem solving, group work and peer-teaching. A concept approach to teaching games is emphasized. The focus is on planning, teaching and evaluating situationally relevant lessons.

Student teachers will be encouraged to refine their own teaching through systematic observation. Instructional strategies will include lectures, seminars, peer- and/or micro-teaching and assignments.

## **DPC20B Badminton**

This course is designed to provide student teachers with the opportunity to develop their techniques, skills and game performance in badminton and acquire lesson ideas, content development/progressions and teaching strategies for the teaching of badminton in primary schools.

Student teachers will be introduced to developmentally appropriate teaching styles/strategies

/approaches/models that develop their pupils into confident and active participants of the game.

Relevant Sports Science knowledge behind effective techniques, skills, tactics and their development in the game, various game-specific assessment tools of skills and game performance as well as the use of information technology (IT) will also be introduced.

## **DPC20C Dance**

This course is designed to provide student teachers with the opportunity to develop their techniques, skills and performance in dance and acquire lesson ideas, content development/progressions and teaching strategies for the teaching of dance in primary schools.

Student teachers will be introduced to developmentally appropriate teaching styles/strategies /approaches that develop their pupils into confident and active participants of dance. These approaches include teaching methods (problem-solving, facilitation, command style, reciprocal) and resource for the planning and instruction of folk dances and creative dance. It also aims to give student teachers a chance to discover the creative juice in them and draw on the elements of dance to create their own dances.

Relevant Sports Science knowledge behind effective techniques, skills, and their development in dance, various dance-specific assessment as well as the use of information technology (IT) will also be introduced.

## **DPC20D Softball**

This course is designed to provide student teachers with the opportunity to develop their techniques, skills and game performance in Softball and acquire lesson ideas, content development/progressions and teaching strategies for the teaching of Softball in primary schools.

Student teachers will be introduced to developmentally appropriate teaching styles/strategies /approaches/models that develop their pupils into confident and active participants of the game. These approaches include Teaching Games for Understanding (TGFU), Play Practice, Games Concept Approach (GCA) and Sport Education Model (SEP).

Relevant Sports Science knowledge behind effective techniques, skills, tactics and their development in the game, various game-specific assessment tools of skills and game performance as well as the use of information technology (IT) will also be introduced.

## **DPC20E Track & Field**

This course is designed to impart the necessary skills and knowledge to pre-service teachers to teach Athletics (track and field events) to youths in a primary school setting.

Student teachers will be introduced to developmentally appropriate teaching approaches such as Teaching Games for Understanding (TGFU), Games Concept Approach (GCA), and Sport Education Model (SEP).  
Relevant sport science

knowledge, assessment tools, and the use of information technology will be incorporated.

## **DPC20G Fitness & Health**

This course is designed to help student teachers acquire knowledge and skills in health, wellness and fitness so as to promote and develop a lifelong physically active and healthy lifestyle in their pupils.

Student teachers will be introduced to developmentally appropriate activities to develop various components of fitness and design safe and effective exercise programmes for their pupils.

## **DPC20H Floorball**

This course is designed to provide student teachers with the opportunity to develop their techniques, skills and game performance in floorball and acquire lesson ideas, content development/progressions and teaching strategies for the teaching of floorball in primary schools.

Student teachers will be introduced to developmentally appropriate teaching styles/strategies /approaches/models that develop their pupils into confident and active participants of the game. These approaches include Teaching Games for Understanding (TGFU), Play Practice, Games Concept Approach (GCA) and Sport Education Model (SEP).

Relevant Sports Science knowledge behind effective techniques, skills, tactics and their development in the

game, various game-specific assessment tools of skills and game performance as well as the use of information technology (IT) will also be introduced.

## **DPC20J Volleyball**

This course is designed to provide student teachers with the opportunity to develop their techniques, skills and game performance in Volleyball and acquire lesson ideas, content development/progressions and teaching strategies for the teaching of Volleyball in primary schools.

Student teachers will be introduced to developmentally appropriate teaching styles/strategies /approaches/models that develop their pupils into confident and active participants of the game. These approaches include Teaching Games for Understanding (TGFU), Play Practice, Games Concept Approach (GCA) and Sport Education Model (SEP).

Relevant Sports Science knowledge behind effective techniques, skills, tactics and their development in the game, various game-specific assessment tools of skills and game performance as well as the use of information technology (IT) will also be introduced.

## CURRICULUM STUDIES

### The Teaching of English Language

Year	Course Code	Title	Course Category	No of AUs	Pre-requisites
1	DCE100	Teaching Reading and Writing 1	Core	3	-
2	DCE200	Teaching Reading and Writing 2	Core	3	-
	DCE201	Teaching Oral Communication	Core	2	-

In addition to the core courses and the required number of prescribed electives, student teachers are required by the Ministry of Education to undertake a compulsory Certificate in English Language Studies (CELS). Description of CELS is available in page 23.

#### DCE100 Teaching Reading and Writing 1

This course will equip student teachers with the knowledge of instructional and learning processes and strategies to teach reading and writing at the lower primary levels. Student teachers will learn how language is learnt at home and in school so that they will be able to select teaching strategies that are appropriate for multilingual classrooms. They will become familiar with the MOE 2010 English Language Syllabus, and the methods of monitoring and assessing pupils' reading and writing at the lower primary levels. Student teachers will also learn how to use children's texts and text books as resources for teaching reading and writing at these levels.

#### DCE200 Teaching Reading and Writing 2

This course will equip student teachers with the strategies for teaching reading and writing at the upper primary levels. Student teachers will learn strategies for teaching the reading and writing of fiction, non-fiction and multimodal texts, monitoring and assessing reading and writing and how to integrate grammar and vocabulary teaching with

these strategies. The MOE 2010 English Language syllabus will be revisited to identify the learning outcomes to be achieved at the upper primary levels.

## **DCE201 Teaching Oral Communication**

This course will focus on the teaching and assessment of children's oral communication skills. Student teachers will learn how to teach children to express themselves in oral presentations as well as in group discussions. Student teachers will become familiar with the learning outcomes for oral communication as specified in the MOE 2010 English Language Syllabus and learn how to plan lessons using a range of resources to teach speaking, representing, listening and viewing.

## The Teaching of Mathematics

Year	Course Code	Title	Course Category	No of AUs	Pre-requisites
1	DCM100	Teaching and Learning of Primary Mathematics I	Core	3	-
2	DCM200	Teaching and Learning of Primary Mathematics II	Core	3	-
	DCM201	Teaching and Learning of Primary Mathematics III	Core	2	-

### DCM100 Teaching and Learning of Primary Mathematics I

Overview of the Singapore Primary Mathematics Curriculum; NE infusion; Preparation of Scheme of Work and Lesson Plans; Pedagogical Strategies and Psychological Theories; Teaching of Whole Numbers, Fractions, Decimals, Percentage, Ratio, Rate and Speed. [Discussion of the use of ICT and common pupil errors will be included in the teaching of the various topics.]

### DCM200 Teaching and Learning of Primary Mathematics II

Teaching Problem Solving and Investigations. Mathematical Reasoning, Communication and Connections. Mathematical Modelling. Teaching of Geometry, Measurement, Data Analysis, and Algebra. [Discussion of the use of ICT and common pupil errors will be included in the teaching of the various topics.]

## DCM201 Teaching and Learning of Primary Mathematics III

This course covers two broad areas: (a) Various traditional assessment modes in Mathematics and the use of these modes in schools to assess pupil performance, in particular, the planning and construction of test items and (b) Practice of teaching skills, including catering for pupils of mixed abilities.

## SUBJECT KNOWLEDGE

### English Language

Year	Course Code	Title	Course Category	No of AUs	Pre-requisites
1	DSE100	Grammar	Core	3	-
	DSE102	Exploring the Language & Structure of Texts	Core	3	-

#### DSE100 Grammar

This course introduces student teachers to the grammatical structures of the English Language, enabling them to understand the language requirements of the MOE 2010 English Language Syllabus. Through examining the grammatical systems of English in selected types of texts, the course explores ways of explaining grammar in use.

#### DSE102 Exploring the Language & Structure of Texts

In this course, student teachers will understand how language is used in different types of texts to achieve different purposes. They will study both fiction and non-fiction texts written for children, and will learn how to analyse these types of texts in terms of context, purpose and audience and to identify organisational structure, as well as key language features. The course aims to show student teachers how all these features of texts work together and are used by readers and writers to communicate and construct meaning.

## Mathematics

Year	Course Code	Title	Course Category	No of AUs	Pre-requisites
1	DSM100	Number Topics	Core	3	-
	DSM101	Geometry Topics	Core	3	-

### DSM100 Number Topics

This course provides the foundational understanding of arithmetic topics which form a major portion of the primary mathematics curriculum. Problem solving processes will be introduced and re-visited in the different topics. Course topics are: Problem solving; Foundations of the Hindu-Arabic System; Algorithms on number operations in a place value system; Classification of number systems; Divisibility; Ratio, proportion and rates.

### DSM101 Geometry Topics

This course aims to equip the primary mathematics teacher with a deeper understanding of geometry and measurement topics in the primary mathematics curriculum. Processes such as mathematical deduction and induction will be emphasized. Topics are: Mathematical deduction and induction; Basic elements of geometry as study of space in 2 and 3 dimensions; Properties associated with parallel lines; Properties of geometrical figures; Similarity and Congruency; Measurement; Constructions and proofs; Motion Geometry and tessellations.

## ACADEMIC SUBJECT

### Physical Education

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DPA10A	Introduction to Physical Education & Sport	Core	2	-
	DPA10B	Growth and Motor Development	Core	2	-
	DPA10C	Anatomical and Biomechanical Foundations of Physical Activity	Core	3	-
	DPA10D	Physiology of Exercise	Core	2	-
2	DPA20A	Foundations of Psychology & Motor Learning in Physical Activity	Core	3	Growth and Motor Development

#### DPA10A Introduction to Physical Education & Sport

This course emphasizes concepts related to the broad field of physical education and sport. It provides an overview of the disciplines that study the field's philosophical, historical, cultural, and sociological foundations and their applications to professional practice.

The course examines Singapore's PE and Sports infrastructure and their relationships in promoting participation in sports from recreational to high performance levels. The daily work in physical education and sport, looking at the traditional field of teaching and coaching, is also highlighted. Current issues and future directions in the field are also explored and discussed.

## **DPA10B Growth and Motor Development**

This purpose of this course is to study physical growth and motor development, with particular emphasis during the growing years. Factors influencing physical growth and motor development, age-related changes, individual, gender-related and maturity-associated variations in growth and development and variations during pubertal growth period will be discussed. Modelling the principles and the processes underlying growth and motor development through physical activities in teaching physical education will also be discussed.

## **DPA10C Anatomical & Biomechanical Foundations of Physical Activity**

This course enables student teachers to relate human anatomy to physical activities and to apply the principles of biomechanics to the teaching physical skills.

Structural anatomy deals with the knowledge and an understanding of the bones, joints and muscle structure that produces movement. Biomechanics is the study of a biological system by means of mechanics.

This course introduces the basic mechanical concepts and principles that govern human movement. At the end of the course, student teachers will be expected to perform basic qualitative analysis of physical activities using basic concepts of mechanics and anatomy. This course would also provide a brief introduction to quantitative analysis of physical activities.

## **DPA10D Physiology of Exercise**

The purpose of this course is to equip student teachers in PE with an understanding of fundamental human and exercise physiology so as to enable them to design safe and effective lessons or training for 1) students during PE lessons and 2) student athletes gearing for sports performance.

A lecture and laboratory based foundation course in exercise physiology for student teachers in Physical Education (PE). The principal areas covered include the energy metabolism for exercise, aerobic performance and anaerobic performance, sex and age-associated differences in exercise performances and thermoregulation in the heat. The associated teaching implications will be brought to the fore. In addition, aspects of functional anatomy dealing with the various systems of the body and the part each plays in physical performance, health and fitness will be discussed in this course.

## **DPA20A Foundations of Psychology & Motor Learning in Physical Activity**

This is an introductory course on sport and exercise psychology as well as motor learning. Specifically, the course will focus on topics and issues related to the social psychological variables that influence participation in physical activities, the environments in which sport and exercise participants operate, and selected outcomes of such participation. This course also introduces student teachers to some of the theories and practices associated with skill acquisition. The focus is specifically on how the individual develops, learns and performs motor skills. Student

teachers will be introduced to these major concepts through a series of lectures, readings, and laboratory exercises.

## Practicum

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DPR102	Teaching Practice 1	Core	3	-
2	DPR202	Teaching Practice 2	Core	12	TP1

Teaching Practicum is a very important component of the diploma programme. Student teachers will apply their knowledge and skills for the teaching subjects they are trained in and develop their teaching competencies in a variety of instructional contexts and at different levels under the guidance and supervision of cooperating teachers, school coordinating mentors and university lecturers. They will learn from experienced school mentors about the schooling process and prepare themselves for their roles and responsibilities in teaching.

The Practicum is developmental in nature. It comprises two school attachment periods, i.e., Teaching Practice 1 (TP1), and Teaching Practice 2 (TP2).

When the practicum is held in the Jun/Jul period (namely TP1) at the end of an academic year before the start of a new academic year, student teachers must register for the practicum course in Semester 1 of the new academic year (July rather than January's registration exercise). As such, registration for that practicum posting is done after it has been completed.

Student teachers who fail to register for the necessary practicum course will be issued warning letters. A copy of the letter may be forwarded to the Ministry of Education (MOE) for student teachers employed by MOE.

## **DPR102 Teaching Practice 1**

The 5-week Teaching Practice 1 is to help the student teachers begin to learn to teach independently. They will be provided opportunities to observe their CTs' lessons. Eventually they will learn to plan their own lessons to teach, prepare the relevant resources and manage pupils independently, in consultation with their CTs.

## **DPR202 Teaching Practice 2**

In this 10-week Teaching Practice 2, the student teachers will build up their skills and knowledge in a step-wise manner. They will develop planning and delivery skills, followed by classroom management and assessment skills. In addition, to ensure that the student teachers have a holistic experience, they will also be provided opportunities to explore other aspects of a teacher's life besides classroom teaching, for example, observing how CCAs are managed.

## LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DLK101	English for Academic and Professional Purposes	Core	2	-
2	DLK201	Communication Skills for Teachers	Core	2	-

### DLK101 English for Academic and Professional Purposes

English for Academic and Professional Purposes is designed to develop student teacher language and communicative competence towards two desired outcomes. The first is to equip student teachers with the thinking and language skills needed to produce appropriate texts in course-related writing tasks. The second is to guide them towards a reader-focused and socially-aware approach to written communications with colleagues, parents, and other people that teachers interact with in the course of their work. In addressing these outcomes, the course also raises awareness of how grammar can affect meaning.

## **DLK201 Communication Skills for Teachers**

This is a practical course designed to provide student teachers with the oral and written skills necessary for effective communication as teachers in the classroom and in their professional interaction with colleagues, parents and the general public. Student teachers learn about vocal health care and quality, and the practice of good voice production. They are familiarized with the use of a pronunciation dictionary to help them resolve pronunciation and word stress difficulties. They become aware of the importance of considering the purpose, audience and context when communicating and learn how to communicate effectively to promote student learning. They also engage in practical hands-on activities of making oral and written presentations in a variety of school contexts. Built into the tutorials are opportunities for student teachers to reflect on their practices as well as on-going assignments and oral and written presentations to assess their application of the knowledge and skills that they acquire during the course.

**Diploma in Art/Music Education Programme  
(Primary)(Two-Year)**

## Curriculum Structure for Diploma in Art/Music Education Programme (Primary) (Two-Year)

The curriculum structure for Diploma in Art/Music Education Programme (Primary) (Two-Year) is shown in Table 8 below:

**Table 8: Curriculum Structure for Diploma in Art/Music Education Programmes (Primary) (Two-Year) Programmes**

### *Year 1*

Category/ Subject	Course Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	DED001	Professional Practice and Inquiry I	0
	DED002	Professional Practice and Inquiry II	1
	DED106	Teaching and Managing Learners at the Primary Level	2
	DED107	ICT for Meaningful Learning	2
	DED109	Educational Psychology: Theories and Application for Learning and Teaching	1
	DED110	Assessing Learning and Performance	1
	DED111	Group Endeavours in Service Learning	1
<b>CURRICULUM STUDIES (Select Art or Music)</b>			
Art	DCA10A	Children and Adolescents' Artist Development and its Implication on Teaching (Teaching of Art 2)	3
Music	DCI101	ICT and Music Education I	3
	DCI102	Curriculum I – Theory and Practice of Music Education I	3
	DCI103	Curriculum II – Theory and Practice of Music Education II	3
	DCI104	ICT and Music Education II	3
	DCI105	Composing and Improvising in the Primary School Classroom	3
	DCI106	The Use of Film in Music in the Primary Classroom	3

*cont'd*

Category/ Subject	Course Code	Title	No. of AUs
<b>SUBJECT KNOWLEDGE (To align with the Curriculum Studies subject)</b>			
Art	DSA10A	Art History	3
	DSA10B	Drawing (2D Studies 1)	3
	DSA10C	Sculpture (3D Studies 1)	3
	DSA10D	Digital Photography (New Media Studies 1)	3
	DSA10E	Visual Literacy	3
	DSA10G	Painting (2D Studies 2)	3
	DSA10H	Digital Videography (New Media Studies 2)	3
Music	DSI102	Music Theory for a Multi-Cultural Music Curriculum	3
	DSI103	Performing Skills for Classroom Teaching I	3
	DSI104	Performing Skills for Classroom Teaching II	3
<b>LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS</b>			
	DLK101	English for Academic and Professional Purposes	2
<b>PRACTICUM</b>			
	DPR102	Teaching Practice 1	3

## *Year 2*

Category/ Subject	Course Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	DED201	The Social Context of Teaching and Learning	1
	DED202	Character and Citizenship Education	1
<b>CURRICULUM STUDIES (Further studies in subject taken in Year 1)</b>			
Art	DCA20A	Concepts and Practices in Art Education (Teaching of Art 1)	3
	DCA20B	Curriculum and Assessment in Art (Teaching of Art 3)	3
	DCA20C	Teaching of Art in the Classroom (Teaching of Art 4)	3
Music	DCI203	Planning and Assessment for Music Lessons	3
	DCI204	World Music in the Classroom	2
	DCI205	The Use of Popular Music in the Primary Classroom	2
<b>SUBJECT KNOWLEDGE (Further studies in subject taken in Year 1)</b>			
Art	DSA20A	Visual Arts Education in Museum and Galleries	3
	DSA20B	Ceramics (3D Studies 2)	3
	DSA20C	Visual Art Research	3
Music	DSI201	Repertoire Studies	3
	DSI202	Repertoire Studies II	3
<b>LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS</b>			
	DLK201	Communication Skills for Teachers	2
<b>PRACTICUM</b>			
	DPR202	Teaching Practice 2	12

## Contents of Core Courses and Prescribed Electives

### EDUCATION STUDIES

The courses for DED001-111 & DED201-202 are described in Education Studies section under Dip Ed Programme (Teaching General Subjects at Primary Level).

## CURRICULUM STUDIES

### The Teaching of Art

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCA10A	Children and Adolescents' Artist Development and its Implication on Teaching (Teaching of Art 2)	Core	3	-
2	DCA20A	Concepts and Practices in Art Education (Teaching of Art 1)	Core	3	-
	DCA20B	Curriculum and Assessment in Art (Teaching of Art 3)	Core	3	-
	DCA20C	Teaching of Art in the Classroom (Teaching of Art 4)	Core	3	-

#### **DCA10A Children and Adolescents' Artist Development and its Implication on Teaching (Teaching of Art 2)**

This course consists of introductions to classical and contemporary theories of children and adolescent development in the visual arts. This course will help students understand the various theoretical frameworks and how these underpin particular approaches to pedagogy and classroom practices. Students will learn to design meaningful art experiences for children and adolescents based on these understandings to promote learning in art. Students will also gain an in-depth understanding of the centrality of meaningful art engagements to the development of the whole person— specifically in the areas of artistic and aesthetic maturation and creative growth.

### **DCA20A Concepts and Practices in Art Education (Teaching of Art 1)**

The course will examine how art practices have evolved over time. Issues that arise from these changes and developments will be discussed and students have to reflect upon their own practices and relate them to the past, present and future. of art education. The course will also examine how government policies and initiatives in the arts influence the teaching of art in local schools and beyond.

### **DCA20B Curriculum and Assessment in Art (Teaching of Art 3)**

Students will be introduced to key concepts in curriculum and assessment, and particularly in art education. Students will be exposed to various curriculum models in art and evaluative instruments used in the field. Students will develop competencies in designing art curriculum and programmes for schools while at the same time, be critical in examining and reflecting upon the various models and theories that they are adopting in their own curriculum design.

### **DCA20C Teaching of Art in the Classroom (Teaching of Art 4)**

This course demands students to bring together learning from other courses in designing art lessons for the classroom. Students will learn about key considerations when designing lessons such as writing lesson objectives, implementation of lesson

and evaluation of students' learning. Students will also be conscious of their own teaching approaches and be reflective about them.

## The Teaching of Music

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCI101	ICT and Music Education I	Core	3	-
	DCI102	Curriculum I – Theory and Practice of Music Education I	Core	3	-
	DCI103	Curriculum II – Theory and Practice of Music Education II	Core	3	-
	DCI104	ICT and Music Education II	Core	3	-
	DCI105	Composing and Improvising in the Primary School Classroom	Core	3	-
	DCI106	The Use of Film in Music in the Primary Classroom	Core	3	-
2	DCI203	Planning and Assessment for Music Lessons	Core	3	-
	DCI204	World Music in the Classroom	Core	2	-
	DCI205	The Use of Popular Music in the Primary Classroom	Core	2	-

### DCI101 ICT and Music Education I

This course is an introduction to ICT learning for the music classroom and music notation software. It will include an introduction to popular softwares for music used in schools. These softwares will include the notation softwares *Finale* and *Sibelius*. Student teachers will be equipped with the technical knowledge and understanding to create and notate music using these softwares, together with an understanding of the pedagogies used in the integration of these softwares into a school's music curriculum.

## **DCI102 Curriculum I – Theory and Practice of Music Education I**

This course focuses on the importance of learning to listen in the general music classroom, with an emphasis on rationales, advocacy and essential basic theory of music teaching and learning.

The educational theories of Dalcroze, Orff and Kodaly, will be explored in a theoretical and practical context. Contemporary theories and philosophies of music education will also be explored including those of Edwin Gordon, Keith Swanwick and David Elliott. The value and importance of placing emphasis on the practical skills of composing, performing and listening will be emphasized.

## **DCI103 Curriculum II – Theory and Practice of Music Education II**

This course involves a thorough survey and discussion of the Secondary School Music Syllabus in relation to practices and policies outlined by the Ministry of Education. It aims to familiarize student teachers with the requirements and guidelines defined by MOE's current Secondary Music Syllabus, to enable them to develop a congruent, comprehensive, developmental programme of music education in secondary schools. The teaching of music in the secondary school with particular reference to the syllabus as it is in operation in Singapore schools.

**DCI104 ICT and Music Education II**

This course is an introduction to General Music Programme Syllabus in Singapore schools. It will focus on how current educational initiatives may be infused into the curriculum. These initiatives include world musics in education, music of popular cultures, creativity and the use of ICT in music education. Student teachers will consider the use of music as part of a general arts education, the sourcing of resources and appropriate materials for classroom use, the role of the CCA.

Links between the music curriculum and the wider musical world will be considered. How concert visits, private lessons, community music activities, visiting artists, practical musical activities in school outside the classroom, and school musicals may be used to enhance the music curriculum.

**DCI105 Composing and Improvising in the Primary School Classroom**

This course is a practical and creative exploration of ways in which musical understanding may be developed through composing and improvising in the primary school classroom. Theories of Orff, Dalcroze, Paynter, Schaffer and Swanwick concerning the importance of children's composing and improvising in the learning of music in the primary classroom will be considered, and practical examples of composing and improvising activities for pupils will be introduced. The course will also consider the planning of creative activities for sequential learning and the assessment both *of* and *for* learning through composing and improvising activities.

## **DCI106 The Use of Film in Music in the Primary Classroom**

This course offers teachers an introduction to music for film. This course is designed as a starting point from which it is expected teachers will develop their own interests further. This course emphasizes the facilitation of an informed ‘audience listening’ with an emphasis on practical engagement (performing, composing, improvising) with the music wherever possible.

## **DCI203 Planning and Assessment for Music Lessons**

This course equips student teachers to plan a music curriculum which is consistent with the aims and objectives of the GMP syllabus for music in Singapore. The planning is considered at three levels: (i) Devising a conceptual framework for a music curriculum. (ii) Writing schemes of work and units of work and devising appropriate learning outcomes. (iii) Writing individual lesson plans. The course will also consider ways in which assessment *of* and *for* learning may be devised for music lessons and how to write effective and informative rubrics for assessment in music.

## **DCI204 World Music in the Classroom**

This course offers teachers an introduction to the musics of the world and the varied role of music in differing societies. The lessons from these varieties of culture and societies are contextualized for the classroom and ways in which these world musics may be introduced to pupils in a practical and musical way. This course is designed as a starting point from which it is expected teachers will develop their own interests further. This course emphasizes the facilitation of an informed 'audience listening' with an emphasis on practical engagement (performing, composing, improvising) with the music wherever possible.

## **DCI205 The Use of Popular Music in the Primary Classroom**

This course considers the use of music of popular culture as a means of educating pupils in music. The benefits of using popular music as a means of motivating pupils, providing opportunities for practical involvement in music lessons and linking to the wider world of informal music learning and the pupils' own lived experience will be explored. Recent work by Lucy Green on the value of informal learning of music within an educational context will be considered. Problems with some aspects of popular music will also be explored. Emphasis will be placed on the sourcing appropriate music from popular culture for use in the classroom to motivate and inform pupils and student teachers will be introduced to the use of guitar, bass guitar, drum kit and keyboards and their use in a music curriculum.

## SUBJECT KNOWLEDGE

### Art

Year	Course Code	Title	Course Category	No of AUs	Pre-requisites
1	DSA10A	Art History	Core	3	-
	DSA10B	Drawing (2D Studies 1)	Core	3	-
	DSA10C	Sculpture (3D Studies 1)	Core	3	-
	DSA10D	Digital Photography (New Media Studies 1)	Core	3	-
	DSA10E	Visual Literacy	Core	3	-
	DSA10G	Painting (2D Studies 2)	Core	3	-
	DSA10H	Digital Videography (New Media Studies 2)	Core	3	-
2	DSA20A	Visual Arts Education in Museum and Galleries	Core	3	-
	DSA20B	Ceramics (3D Studies 2)	Core	3	-
	DSA20C	Visual Art Research	Core	3	-

### DSA10A Art History

This course looks at key developments of Art in history. The emphasis of the course will be the prospecting of contemporary in historical terms. This course focuses on ways by which the contemporary and the prior are diversely seen, read, desired, claimed and discussed. The approach entails studies of art practices, productions and critical texts that will inform their own Artistic practice.

## **DSA10B Drawing (2D Studies 1)**

This studio based course investigates the nature of drawing from an academic tradition to contemporary practice. Student teachers will be exposed to a range of skills and approaches through practical studio projects that will nurture a personal response and content mastery.

## **DSA10C Sculpture (3D Studies 1)**

This studio course encompasses core sculptural concepts and techniques, including casting, molding and building with materials such as plaster, clay and wood. Student teachers will consider the use of three-dimensional expressive and representational media and its role in the formation of symbolic systems. Using a combination of studio-practice and theory, student teachers will develop their own competence in three-dimensional representation and expressive processes.

## **DSA10D Digital Photography (New Media Studies 1)**

This studio course introduces contemporary digital photography through the experience of technical, expressive and conceptual methods of digital image making. Student teachers will be exposed to camera handling techniques, composition skills, studio photography and experimental imaging. They will acquire working methods, visual research skills and knowledge necessary for the successful implementation of meaningful and aesthetic lens based artwork.

## **DSA10E Visual Literacy**

This course aims to familiarize student teachers with common modes of interpreting visual images. Using examples from wide-ranging historical periods and geographical locations, they will learn the fundamentals of relating the visual elements of an image to the context of its creation and reception. They will also gain an understanding of how visual images work in tandem with non-visual forms, such as the written text and sound, to generate meanings.

## **DSA10G Painting (2D Studies 2)**

This studio based course investigates the materiality of painting within the tradition of figuration. By means of small projects, issues and theories relating to the practice of painting will be highlighted for critical examination.

## **DSA10H Digital Videography (New Media Studies 2)**

This studio course builds upon Digital Photography and expands the student teachers visual language towards digital moving pictures. Through the experience of technical, expressive and conceptual methods of digital movie making, they will acquire working methods, visual research skills and knowledge necessary for the successful implementation of meaningful and aesthetic lens based video work.

## **DSA20A Visual Arts Education in Museum and Galleries**

This course will explore the educational role of museums and galleries and its relationship to art education. The primary aim is to help student teachers conceptualise and develop innovative gallery-based resources for different levels of schooling. Fieldtrips will be conducted to the various local museums and galleries.

## **DSA20B Ceramics (3D Studies 2)**

This studio course investigates the use of clay, a traditional but exceptionally versatile medium in the 3Dstudio/classroom. It encompasses core ceramics concepts and techniques, including hand-building, wheel-throwing, glazing and firing. The learning of our cultural history through ceramic artefacts will also be incorporated.

## DSA20C Visual Art Research

This course offers the opportunity for student teachers to develop Visual Art research in an area of artistic practice of their choice by drawing upon their prior investigations into the concept and practice of representation and expression. The student teacher will be required to engage in the development of a body of work negotiated with an appointed supervisor that will culminate in a Final Year Exhibition. Student teachers may investigate areas such as contemporary two / three dimensional Art, New Media Art or Interdisciplinary Art.

## Music

Year	Course Code	Title	Course Category	No of AUs	Pre-requisites
1	DSI102	Music Theory for a Multi-Cultural Music Curriculum	Core	3	-
	DSI103	Performing Skills for Classroom Teaching I	Core	3	-
	DSI104	Performing Skills for Classroom Teaching II	Core	3	-
2	DSI201	Repertoire Studies	Core	3	-
	DSI202	Repertoire Studies II	Core	3	-

### DSI102 Music Theory for a Multi-Cultural Music Curriculum

This course aims to develop some essential theoretical understanding to help teachers deal with the music-technical features—in respect of melody, harmony, rhythm, dynamics, timbre and texture (where applicable)—of different music traditions. This basic understanding is meant to undergird the designing of meaningful performing and creating lesson activities within a multi-cultural music curriculum. Whilst western art music theory forms the basis of theoretical understandings here, other traditions (e.g. Chinese, Indian, Indonesian and Malay as well as popular musics) will be brought in selectively for comparative study purposes with the aim of sensitizing teachers to pertinent commonalities and differences across traditions. The mode of teaching adopted will have a strong practical dimension whereby theoretical concepts are learnt in part through singing and performing in ways authentic to the tradition involved.

## **DSI103 Performing Skills for Classroom Teaching I**

This course allows student teachers to develop singing and recorder playing skills for the primary classroom. Elementary aspects of vocal technique for the teacher will be covered, together with an understanding of how pupils' voices develop. Appropriate registers and song repertoire for various age groups will be explored. Student teachers will be taught to play the recorder, including basic playing, breathing and tonguing techniques, all diatonic fingerings over a 12<sup>th</sup>, (C – G<sup>1</sup>) Bb and F#. Student teachers will have the opportunity to practise sight-reading (recorder) and sight-singing of traditional notation. The course also allows student teachers to develop practical musical skills on guitar, bass guitar drums and keyboard useful for the classroom music teacher. Simple chords on guitar suitable for accompanying children's songs and popular music will be taught, together with the role of the bass guitar in a popular music ensemble. Basic drum accompaniment patterns will be taught together with keyboard improvisation around chord structures. Student teachers will be encouraged to practise as a pop music ensemble to develop these skills. Student teachers will also be shown basic conducting techniques for classroom ensemble, choir and instrumental ensemble.

**DSI104 Performing Skills for Classroom Teaching II**

In this course all students are expected to develop their own performing abilities both as an individual and in an ensemble. Students are expected to develop their inter/personal instrumental skills towards a recital performance and also participate in a minimum of *two* ensembles drawn from the world musics ensemble activities available through the General Electives – ie Chinese, Indian, Malay, Indian, Japanese, Indonesian Gamelan, as well as performing ensembles such as Percussion, Classical Guitar, Choir, and Symphonic Band.

**DSI201 Repertoire Studies**

This course offers teachers an introduction to the musics of the world and the varied role of music in differing societies. The lessons from these varieties of culture and societies are contextualized for the classroom by modelling ways in which these world musics may be introduced to pupils in a practical and musical way. This course is designed as a starting point from which it is expected teachers will develop their own interests further. This course emphasizes the facilitation of an informed ‘audience listening’ with an emphasis on practical engagement (performing, composing, improvising) with the music wherever possible.

## **DSI202 Repertoire Studies II**

This course offers teachers an introduction to the music of the Euro-American tradition and music for film.

This course is designed as a starting point from which it is expected teachers will develop their own interests further. This course emphasizes the facilitation of an informed 'audience listening' with an emphasis on practical engagement (performing, composing, improvising) with the music wherever possible.

## Practicum

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DPR102	Teaching Practice 1	Core	3	-
2	DPR202	Teaching Practice 2	Core	12	TP1

Teaching Practicum is a very important component of the diploma programme. Student teachers will apply their knowledge and skills for the teaching subjects they are trained in and develop their teaching competencies in a variety of instructional contexts and at different levels under the guidance and supervision of cooperating teachers, school coordinating mentors and university lecturers. They will learn from experienced school mentors about the schooling process and prepare themselves for their roles and responsibilities in teaching.

The Practicum is developmental in nature. It comprises two school attachment periods, i.e., Teaching Practice 1 (TP1), and Teaching Practice 2 (TP2).

When the practicum is held in the Jun/Jul period (namely TP1) at the end of an academic year before the start of a new academic year, student teachers must register for the practicum course in Semester 1 of the new academic year (July rather than January's registration exercise). As such, registration for that practicum posting is done after it has been completed.

Student teachers who fail to register for the necessary practicum course will be issued warning letters. A copy of the letter may be forwarded to the Ministry of Education (MOE) for student teachers employed by MOE.

## **DPR102 Teaching Practice 1**

The 5-week Teaching Practice 1 is to help the student teachers begin to learn to teach independently. They will be provided opportunities to observe their CTs' lessons. Eventually they will learn to plan their own lessons to teach, prepare the relevant resources and manage pupils independently, in consultation with their CTs.

## **DPR202 Teaching Practice 2**

In this 10-week Teaching Practice 2, the student teachers will build up their skills and knowledge in a step-wise manner. They will develop planning and delivery skills, followed by classroom management and assessment skills. In addition, to ensure that the student teachers have a holistic experience, they will also be provided opportunities to explore other aspects of a teacher's life besides classroom teaching, for example, observing how CCAs are managed.

## LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DLK101	English for Academic and Professional Purposes	Core	2	-
2	DLK201	Communication Skills for Teachers	Core	2	-

### DLK101 English for Academic and Professional Purposes

English for Academic and Professional Purposes is designed to develop student teacher language and communicative competence towards two desired outcomes. The first is to equip student teachers with the thinking and language skills needed to produce appropriate texts in course-related writing tasks. The second is to guide them towards a reader-focused and socially-aware approach to written communications with colleagues, parents, and other people that teachers interact with in the course of their work. In addressing these outcomes, the course also raises awareness of how grammar can affect meaning.

### DLK201 Communication Skills for Teachers

This is a practical course designed to provide student teachers with the oral and written skills necessary for effective communication as teachers in the classroom and in their professional interaction with colleagues, parents and the general public. Student teachers learn about vocal health care and quality, and the practice of good voice production. They are familiarized with the use of a pronunciation dictionary to help them resolve pronunciation and word stress difficulties. They become aware of the importance of

considering the purpose, audience and context when communicating and learn how to communicate effectively to promote student learning. They also engage in practical hands-on activities of making oral and written presentations in a variety of school contexts. Built into the tutorials are opportunities for student teachers to reflect on their practices as well as on-going assignments and oral and written presentations to assess their application of the knowledge and skills that they acquire during the course.

**Diploma in Art/Music Education Programme  
(Secondary)(Two-Year)**

## Curriculum Structure for Diploma in Art/Music Education Programme (Secondary) (Two-Year)

The curriculum structure for Diploma in Art (Secondary)/Music Education (Secondary) Programme is shown in Table 9 below:

**Table 9: Curriculum Structure for Diploma in Art/Music Education (Secondary) (Two-Year) Programmes**

### *Year 1*

Category/ Subject	Course Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	DED021	Professional Practice and Inquiry I	0
	DED022	Professional Practice and Inquiry II	1
	DED136	Teaching and Managing Learners at the Secondary Level	2
	DED137	ICT for Meaningful Learning	2
	DED139	Educational Psychology: Theories and Application for Learning and Teaching	1
	DED140	Assessing Learning and Performance	1
	DED141	Group Endeavours in Service Learning	1
<b>CURRICULUM STUDIES (Select Art or Music)</b>			
Art	DCA13A	Children and Adolescents' Artist Development and its Implication on Teaching (Teaching of Art 2)	3
Music	DCI130	General Musicianship I	3
	DCI131	General Musicianship II	3
	DCI132	Secondary School Music	3
	DCI133	Choir I	2
	DCI134	Band I	2
	DCI135	Conducting	2

*cont'd*

Category/ Subject	Course Code	Title	No. of AUs
<b>SUBJECT KNOWLEDGE (To align with the Curriculum Studies subject)</b>			
Art	DSA13A	Art History	3
	DSA13B	Drawing (2D Studies 1)	3
	DSA13C	Sculpture (3D Studies 1)	3
	DSA13D	Digital Photography (New Media Studies 1)	3
	DSA13E	Visual Literacy	3
	DSA13G	Painting (2D Studies 2)	3
	DSA13H	Digital Videography (New Media Studies 2)	3
Music	DSI130	World Music in Education	3
<b>LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS</b>			
	DLK131	English for Academic and Professional Purposes	2
<b>PRACTICUM</b>			
	DPR132	Teaching Practice 1	3

## *Year 2*

Category/ Subject	Course Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	DED231	The Social Context of Teaching and Learning	1
	DED232	Character and Citizenship Education	1
<b>CURRICULUM STUDIES (Further studies in subject taken in Year 1)</b>			
Art	DCA23A	Concepts and Practices in Art Education (Teaching of Art 1)	3
	DCA23B	Curriculum and Assessment in Art (Teaching of Art 3)	3
	DCA23C	Teaching of Art in the Classroom (Teaching of Art 4)	3
Music	DCI230	General Musicianship III	3
	DCI231	Choir II	2
	DCI232	Educational Perspectives in Music	3
	DCI233	Band II	2
<b>SUBJECT KNOWLEDGE (Further studies in subject taken in Year 1)</b>			
Art	DSA23A	Visual Arts Education in Museum and Galleries	3
	DSA23B	Ceramics (3D Studies 2)	3
	DSA23C	Visual Art Research	3
Music	DSI230	Creativity in the Classroom	3
	DSI231	Music in Media	3
	DSI232	Music of Popular Culture in Education	3
	DSI233	Western Art Music in Education	3
<b>LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS</b>			
	DLK231	Communication Skills for Teachers	2
<b>PRACTICUM</b>			
	DPR232	Teaching Practice 2	12

## **Contents of Core Courses and Prescribed Electives**

### **EDUCATION STUDIES**

The courses for DED021-141 & DED231-232 are described in Education Studies section under Dip Ed Programme (Teaching of ML/TL at Secondary Level).

## CURRICULUM STUDIES

### The Teaching of Art

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCA13A	Children and Adolescents' Artist Development and its Implication on Teaching (Teaching of Art 2)	Core	3	-
2	DCA23A	Concepts and Practices in Art Education (Teaching of Art 1)	Core	3	-
	DCA23B	Curriculum and Assessment in Art (Teaching of Art 3)	Core	3	-
	DCA23C	Teaching of Art in the Classroom (Teaching of Art 4)	Core	3	-

#### **DCA13A Children and Adolescents' Artist Development and its Implication on Teaching (Teaching of Art 2)**

This course consists of introductions to classical and contemporary theories of children and adolescent development in the visual arts. This course will help students understand the various theoretical frameworks and how these underpin particular approaches to pedagogy and classroom practices. Students will learn to design meaningful art experiences for children and adolescents based on these understandings to promote learning in art. Students will also gain an in-depth understanding of the centrality of meaningful art engagements to the development of the whole person— specifically in the areas of artistic and aesthetic maturation and creative growth.

**DCA23A Concepts and Practices in Art Education (Teaching of Art 1)**

The course will examine how art practices have evolved over time. Issues that arise from these changes and developments will be discussed and students have to reflect upon their own practices and relate them to the past, present and future. of art education. The course will also examine how government policies and initiatives in the arts influence the teaching of art in local schools and beyond.

**DCA23B Curriculum and Assessment in Art (Teaching of Art 3)**

Students will be introduced to key concepts in curriculum and assessment, and particularly in art education. Students will be exposed to various curriculum models in art and evaluative instruments used in the field. Students will develop competencies in designing art curriculum and programmes for schools while at the same time, be critical in examining and reflecting upon the various models and theories that they are adopting in their own curriculum design

**DCA23C Teaching of Art in the Classroom (Teaching of Art 4)**

This course demands students to bring together learning from other courses in designing art lessons for the classroom. Students will learn about key considerations when designing lessons such as writing lesson objectives, implementation of lesson

and evaluation of students' learning. Students will also be conscious of their own teaching approaches and be reflective about them.

## The Teaching of Music

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCI130	General Musicianship I	Core	3	-
	DCI131	General Musicianship II	Core	3	-
	DCI132	Secondary School Music	Core	3	-
	DCI133	Choir I	Core	2	-
	DCI134	Band I	Core	2	-
	DCI135	Conducting	Core	2	-
2	DCI230	General Musicianship III	Core	3	-
	DCI231	Choir II	Core	2	-
	DCI232	Educational Perspectives in Music	Core	3	-
	DCI233	Band II	Core	2	-

### DCI130 General Musicianship I

This course seeks to establish a foundation in musicianship skills (aural-training, sight-singing, keyboard skills, functional music theory and analysis) for the music classroom via the activities of creating, performing and responding. This course is to help student teachers develop essential functional musical concepts and skills that are required as a classroom music teacher with a view to cultivating performance and listening skills.

### DCI131 General Musicianship II

This course seeks to apply these skills (aural-training, sight-singing, keyboard skills, functional music theory and analysis) to music teaching and learning for the classroom. This course is designed to prepare student teachers to formulate instructional goals and organize teaching strategies, and to utilize a variety of techniques and materials for the secondary classroom.

## **DCI132 Secondary School Music**

This course involves a thorough survey and discussion of the Secondary School Music Syllabus in relation to practices and policies outlined by the Ministry of Education. It aims to familiarize student teachers with the requirements and guidelines defined by MOE's current Secondary Music Syllabus, to enable them to develop a congruent, comprehensive, developmental programme of music education in secondary schools. The teaching of music in the secondary school with particular reference to the syllabus as it is in operation in Singapore schools.

## **DCI133 Choir I**

This course enables the development of educational practices in the classroom by an immersion in practical musical skills through participation in vocal and choral activities. This is a practical-based course.

## **DCI134 Band I**

This course enables the development of educational practices in the classroom by an immersion in practical musical skills through participation in activities for the symphonic band. These skills are seen as a knowledge base for developing other skills in performing and ensemble directing. Also developed are knowledge and skills necessary for conducting an ensemble in the secondary music classroom and school-based ensembles. This practical-based course includes a study of rehearsal procedures and performance practice.

### **DCI135 Conducting**

The development of knowledge and skills necessary for conducting band, choir or orchestra or any instrumental ensemble. Involves the study of rehearsal procedures and performance practice.

### **DCI230 General Musicianship III**

This course seeks to further reinforce and sharpen student teachers' aural perception, sight singing and keyboard skills and analytical understanding to fulfil the task of a music specialist in teaching and learning for both classroom and co-curricular music settings, managing classroom music activities and development of a secondary music programme.

### **DCI231 Choir II**

This course builds on the initial development, in Choir I, of educational practices in the classroom by an immersion in practical musical skills through participation in vocal and choral activities. This is a practical-based course.

### **DCI232 Educational Perspectives in Music**

This course explores current thinking in the area of music education theory through practical and creative activities appropriate for music making in the secondary school classroom. This course also examines the impact of diverse musical traditions around the world including popular culture and jazz on educational theory and practice.

## DCI233 Band II

This course is a further development, in Band I, of educational practices in the classroom by an immersion in practical musical skills through participation in activities for the symphonic band. These skills are seen as a knowledge base for developing other skills in performing and ensemble directing. Also developed is knowledge and skills necessary for conducting an ensemble in the secondary music classroom and school-based ensembles. This practical-based course includes a study of rehearsal procedures and performance practice.

## SUBJECT KNOWLEDGE

### Art

Year	Course Code	Title	Course Category	No of AUs	Pre-requisites
1	DSA13A	Art History	Core	3	-
	DSA13B	Drawing (2D Studies 1)	Core	3	-
	DSA13C	Sculpture (3D Studies 1)	Core	3	-
	DSA13D	Digital Photography (New Media Studies 1)	Core	3	-
	DSA13E	Visual Literacy	Core	3	-
	DSA13G	Painting (2D Studies 2)	Core	3	-
	DSA13H	Digital Videography (New Media Studies 2)	Core	3	-
2	DSA23A	Visual Arts Education in Museum and Galleries	Core	3	-
	DSA23B	Ceramics (3D Studies 2)	Core	3	-
	DSA23C	Visual Art Research	Core	3	-

### DSA13A Art History

This course looks at key developments of Art in history. The emphasis of the course will be the prospecting of contemporary in historical terms. This course focuses on ways by which the contemporary and the prior are diversely seen, read, desired, claimed and discussed. The approach entails studies of art practices, productions and critical texts that will inform their own Artistic practice.

### **DSA13B Drawing (2D Studies 1)**

This studio based course investigates the nature of drawing from an academic tradition to contemporary practice. Student teachers will be exposed to a range of skills and approaches through practical studio projects that will nurture a personal response and content mastery.

### **DSA13C Sculpture (3D Studies 1)**

This studio course encompasses core sculptural concepts and techniques, including casting, molding and building with materials such as plaster, clay and wood. Student teachers will consider the use of three-dimensional expressive and representational media and its role in the formation of symbolic systems. Using a combination of studio-practice and theory, student teachers will develop their own competence in three-dimensional representation and expressive processes.

### **DSA13D Digital Photography (New Media Studies 1)**

This studio course introduces contemporary digital photography through the experience of technical, expressive and conceptual methods of digital image making. Student teachers will be exposed to camera handling techniques, composition skills, studio photography and experimental imaging. They will acquire working methods, visual research skills and knowledge necessary for the successful implementation of meaningful and aesthetic lens based artwork.

## **DSA13E Visual Literacy**

This course aims to familiarize student teachers with common modes of interpreting visual images. Using examples from wide-ranging historical periods and geographical locations, they will learn the fundamentals of relating the visual elements of an image to the context of its creation and reception. They will also gain an understanding of how visual images work in tandem with non-visual forms, such as the written text and sound, to generate meanings.

## **DSA13G Painting (2D Studies 2)**

This studio based course investigates the materiality of painting within the tradition of figuration. By means of small projects, issues and theories relating to the practice of painting will be highlighted for critical examination.

## **DSA13H Digital Videography (New Media Studies 2)**

This studio course builds upon Digital Photography and expands the student teachers visual language towards digital moving pictures. Through the experience of technical, expressive and conceptual methods of digital movie making, they will acquire working methods, visual research skills and knowledge necessary for the successful implementation of meaningful and aesthetic lens based video work.

## **DSA23A Visual Arts Education in Museum and Galleries**

This course will explore the educational role of museums and galleries and its relationship to art education. The primary aim is to help student teachers conceptualise and develop innovative gallery-based resources for different levels of schooling. Fieldtrips will be conducted to the various local museums and galleries.

## **DSA23B Ceramics (3D Studies 2)**

This studio course investigates the use of clay, a traditional but exceptionally versatile medium in the 3Dstudio/classroom. It encompasses core ceramics concepts and techniques, including hand-building, wheel-throwing, glazing and firing. The learning of our cultural history through ceramic artefacts will also be incorporated.

## **DSA23C Visual Art Research**

This course offers the opportunity for student teachers to develop Visual Art research in an area of artistic practice of their choice by drawing upon their prior investigations into the concept and practice of representation and expression. The student teacher will be required to engage in the development of a body of work negotiated with an appointed supervisor that will culminate in a Final Year Exhibition. Student teachers may investigate areas such as contemporary two / three dimensional Art, New Media Art or Interdisciplinary Art.

## Music

Year	Course Code	Title	Course Category	No of AUs	Pre-requisites
1	DSI130	World Music in Education	Core	3	-
2	DSI230	Creativity in the Classroom	Core	3	-
	DSI231	Music in Media	Core	3	-
	DSI232	Musics of Popular Culture in Education	Core	3	-
	DSI233	Western Art Music in Education	Core	3	-

### DSI130 World Music in Education

This course also examines the role that musics from other parts of the world may play in developing pupils understanding of the rich diversity of world music and the central role of music in many societies. The diversity of world musics introduces studies of local musics in the Singaporean context with a view to developing curriculum and context for their place in the music classroom and the ways in which National Education messages are communicated. The emphasis throughout this course is on active participation through creating, performing and listening.

### DSI230 Creativity in the Classroom

Student teachers are encouraged to explore and develop a personal idiom in composing; to understand ways in which the process of composing and improvising in the school classroom may be used as an important means of developing musical understanding, and a way in which pupils may find a way to express themselves musically.

### **DSI231 Music in Media**

This course involves an introduction to understanding artistic and other processes in performance productions that employ multiple media. This course draws on film musicals and contemporary MTV productions as examples of music in media and looks at how Multi-media art in the form of film musicals and contemporary MTVs can be used for the teaching of music in the secondary classroom. This course looks at the ways in which music, visual arts, drama, dance and literature interact and may be understood in the broader contexts of politics, culture, sociology, philosophy, ethics, geography and history.

### **DSI232 Musics of Popular Culture in Education**

This course introduces the study of music of popular culture, including jazz, with a view to developing curriculum and context for their place in the music classroom. Emphasis is placed on the role that music of popular culture plays in developing pupils understanding of the rich diversity as well as its central role of music in many societies. The emphasis throughout is on active participation through creating, performing and listening.

### **DSI233 Western Art Music in Education**

This course involves a study of music of the western classical tradition with a view to developing curriculum and context for their place in the music classroom. Emphasis is placed on the role that western art music in developing pupils understanding of its place in society and includes issues of aesthetics.

The emphasis throughout is on active participation through creating, performing and listening.

## Practicum

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DPR132	Teaching Practice 1	Core	3	-
2	DPR232	Teaching Practice 2	Core	12	TP1

Teaching Practicum is a very important component of the diploma programme. Student teachers will apply their knowledge and skills for the teaching subjects they are trained in and develop their teaching competencies in a variety of instructional contexts and at different levels under the guidance and supervision of cooperating teachers, school coordinating mentors and university lecturers. They will learn from experienced school mentors about the schooling process and prepare themselves for their roles and responsibilities in teaching.

The Practicum is developmental in nature. It comprises two school attachment periods, i.e., Teaching Practice 1 (TP1), and Teaching Practice 2 (TP2).

## **DPR132 Teaching Practice 1**

The 5-week Teaching Practice 1 is to help the student teachers begin to learn to teach independently. They will be provided opportunities to observe their CTs' lessons. Eventually they will learn to plan their own lessons to teach, prepare the relevant resources and manage pupils independently, in consultation with their CTs.

## **DPR232 Teaching Practice 2**

In this 10-week Teaching Practice 2, the student teachers will build up their skills and knowledge in a step-wise manner. They will develop planning and delivery skills, followed by classroom management and assessment skills. In addition, to ensure that the student teachers have a holistic experience, they will also be provided opportunities to explore other aspects of a teacher's life besides classroom teaching, for example, observing how CCAs are managed.

## LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DLK131	English for Academic and Professional Purposes	Core	2	-
2	DLK231	Communication Skills for Teachers	Core	2	-

### DLK131 English for Academic and Professional Purposes

English for Academic and Professional Purposes is designed to develop student teacher language and communicative competence towards two desired outcomes. The first is to equip student teachers with the thinking and language skills needed to produce appropriate texts in course-related writing tasks. The second is to guide them towards a reader-focused and socially-aware approach to written communications with colleagues, parents, and other people that teachers interact with in the course of their work. In addressing these outcomes, the course also raises awareness of how grammar can affect meaning.

## **DLK231 Communication Skills for Teachers**

This is a practical course designed to provide student teachers with the oral and written skills necessary for effective communication as teachers in the classroom and in their professional interaction with colleagues, parents and the general public. Student teachers learn about vocal health care and quality, and the practice of good voice production. They are familiarized with the use of a pronunciation dictionary to help them resolve pronunciation and word stress difficulties. They become aware of the importance of considering the purpose, audience and context when communicating and learn how to communicate effectively to promote student learning. They also engage in practical hands-on activities of making oral and written presentations in a variety of school contexts. Built into the tutorials are opportunities for student teachers to reflect on their practices as well as on-going assignments and oral and written presentations to assess their application of the knowledge and skills that they acquire during the course.

**Diploma in Art/Music Education Programme (One-Year)**

## Curriculum Structure for One-Year Diploma in Art/Music Education

Student teachers under the Art/Music Teacher Training Scheme who have successfully completed the three-year NAFA Diploma in Art/Music (Teaching) are required to undergo a one-year Diploma in Art/Music Education programme. They will follow the curriculum structure shown in Table 10 below:

**Table 10: Curriculum Structure of the One-year Diploma in Art/Music Education Programme**  
[For student teachers under the Art/Music Teacher Training Scheme who have completed the NAFA Diploma in Art/Music (Teaching)]

Category/ Subject	Course Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	DED021	Professional Practice and Inquiry I	0
	DED022	Professional Practice and Inquiry II	1
	DED136	Teaching and Managing Learners at the Secondary Level	2
	DED137	ICT for Meaningful Learning	2
	DED139	Educational Psychology: Theories and Application for Learning and Teaching	1
	DED140	Assessing Learning and Performance	1
	DED141	Group Endeavours in Service Learning	1
	DED231	The Social Context of Teaching and Learning	1
	DED232	Character and Citizenship Education	1
<b>CURRICULUM STUDIES (Select Art or Music)</b>			
Art	DCA232	Visual Representation & Expression VI: Issues in three-dimensional praxis	3
	DCA233	Art Theory in Action II	2
	DCA234	Visual Arts Research Project	3
Music	DCI132	Secondary School Music	3
<b>SUBJECT KNOWLEDGE (to align with the Curriculum Studies subject)</b>			
Art	DSA132	The Development of Adolescent Art and its Implications for Teaching	3
Music	DSI130	World Musics in Education	3
	DSI232	Musics of Popular Culture in Education	3
	DSI234	Creativity in the Classroom	2

cont'd

Category/ Subject	Course Code	Title	No. of AUs
<b>PRACTICUM</b>			
	DPR231 ♦	Teaching Practice	10
<b>LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS</b>			
	DLK131	English for Academic & Professional Purposes	2
	DLK231	Communication Skills for Teachers	2

- ♦ The Teaching Practice of 10 weeks will be scheduled in the second semester.

## **Contents of Core Courses and Prescribed Electives**

### **EDUCATION STUDIES**

The courses DED021-141 and DED231-232 are described in Education Studies section under Dip Ed Programme (Teaching of ML/TL at Secondary Level).

## CURRICULUM STUDIES

### The Teaching of Art

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCA232	Visual Representation & Expression VI: Issues in three-dimensional praxis	Core	3	-
	DCA233	Art Theory in Action II	Core	2	-
	DCA234	Visual Arts Research Project	Core	3	-

### DCA232 Visual Representation & Expression VI: Issues in Three-dimensional Praxis

Student teachers will have the opportunity to elect to work in either sculpture or ceramics. Through an in-depth investigation they will continue to extend their understanding of concepts of representation and expression and their role in the formation of symbolic systems. In consultation with lecturers, student teachers will produce a body of work through which they will acquire working methods, research skills and knowledge necessary to successfully realize the full scope of their project. They will also continue to develop a critical awareness of contemporary and historical art issues and their application in the teaching environment. Links with class room practice will be made.

### **DCA233 Art Theory in Action II**

Student teachers will consolidate previous knowledge of art theory and practice as they relate to their visual art teaching practices within the classroom context. Discussion will focus on teaching and learning in Singapore as they relate to approaches in art education internationally.

### **DCA234 Visual Arts Research Project**

Student teachers plans and undertakes a research project related to art teaching in the secondary school. The project should be guided and illuminated by reference to appropriate theoretical frameworks. This course helps student teachers understand research methods in art education within the secondary school context.

## The Teaching of Music

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCI132	Secondary School Music	Core	3	-

### DCI132 Secondary School Music

This course involves a thorough survey and discussion of the Secondary School Music Syllabus in relation to practices and policies outlined by the Ministry of Education. It aims to familiarise student teachers with the requirements and guidelines defined by MOE's current Secondary Music Syllabus, to enable them to develop a congruent, comprehensive, developmental programme of music education in secondary schools. The teaching of music in the secondary school with particular reference to the syllabus as it is in operation in Singapore schools.

## SUBJECT KNOWLEDGE

### Art

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DSA132	The Development of Adolescent Art and its Implications for Teaching	Core	3	-

### **DSA132 The Development of Adolescent Art & its Implications for Teaching**

Considers the development of adolescents' use of visual media. Student teachers will be helped to understand that when young children and adolescents use and organize visual media, they form important understandings about representation, symbols and signs which will prove crucial to their cognitive development. The educational implications will be considered. Student teachers will

- understand key developmental and cognitive theories that underpin artistic development in adolescents
- evaluate critically these theories and their relevance in today's art education in schools
- be informed and aware of their own beliefs when planning art instructions in classroom

## Music

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DSI130	World Musics in Education	Core	3	-
	DSI232	Musics of Popular Culture in Education	Core	3	-
	DSI234	Creativity in the Classroom	Core	2	-

### DSI130 World Musics in Education

This course also examines the role that musics from other parts of the world may play in developing pupils understanding of the rich diversity of world music and the central role of music in many societies. The diversity of world musics introduces studies of local musics in the Singaporean context with a view to developing curriculum and context for their place in the music classroom and the ways in which National Education messages are communicated. The emphasis throughout this course is on active participation through creating, performing and listening.

### DSI232 Musics of Popular Culture in Education

This course introduces the study of music of popular culture, including jazz, with a view to developing curriculum and context for their place in the music classroom. Emphasis is placed on the role that music of popular culture plays in developing pupils understanding of the rich diversity as well as its central role of music in many societies. The emphasis throughout is on active participation through creating, performing and listening.

## **DSI234 Creativity in the Classroom**

Student teachers are encouraged to continue the exploration and development of a personal idiom in composing, but also to understand ways in which the process of composing and improvising in the school classroom may be used as an important means of developing musical understanding, and as a way in which pupils may find a way to express themselves musically.

## PRACTICUM

Year	Course code	Title	Course Category	No. of AUs	Pre-requisites
1	DPR231 ♦	Teaching Practice	Core	10	-

- ♦ The Teaching Practice of 10 weeks will be scheduled in the second semester.

Teaching Practicum is a very important component of the diploma programme. Student teachers will apply their knowledge and skills for the teaching subjects they are trained in and develop their teaching competencies in a variety of instructional contexts and at different levels under the guidance and supervision of cooperating teachers, school coordinating mentors and university lecturers. They will learn from experienced school mentors about the schooling process and prepare themselves for their roles and responsibilities in teaching.

In the Dip Art/Music Ed programmes, there is only one school attachment period.

### DPR231 Teaching Practice

The Practicum will comprise a 10-week Teaching Practice (TP), in which the student teachers will build up their skills and knowledge in a step-wise manner. They will develop planning and delivery skills, followed by classroom management and assessment skills. In addition, to ensure that the student teachers have a holistic experience, they will also be provided opportunities to explore other aspects of a teacher's life besides classroom teaching, for example, observing how CCAs are managed.

## LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DLK131	English for Academic and Professional Purposes	Core	2	-
	DLK231	Communication Skills for Teachers	Core	2	-

### DLK131 English for Academic and Professional Purposes

English for Academic and Professional Purposes is designed to develop student teacher language and communicative competence towards two desired outcomes. The first is to equip student teachers with the thinking and language skills needed to produce appropriate texts in course-related writing tasks. The second is to guide them towards a reader-focused and socially-aware approach to written communications with colleagues, parents, and other people that teachers interact with in the course of their work. In addressing these outcomes, the course also raises awareness of how grammar can affect meaning.

## **DLK231 Communication Skills for Teachers**

This is a practical course designed to provide student teachers with the oral and written skills necessary for effective communication as teachers in the classroom and in their professional interaction with colleagues, parents and the general public. Student teachers learn about vocal health care and quality, and the practice of good voice production. They are familiarized with the use of a pronunciation dictionary to help them resolve pronunciation and word stress difficulties. They become aware of the importance of considering the purpose, audience and context when communicating and learn how to communicate effectively to promote student learning. They also engage in practical hands-on activities of making oral and written presentations in a variety of school contexts. Built into the tutorials are opportunities for student teachers to reflect on their practices as well as on-going assignments and oral and written presentations to assess their application of the knowledge and skills that they acquire during the course.

# Diploma in Home Economics Education

## Curriculum Structure for Diploma in Home Economics Education

Student teachers under the Home Economics Teacher Training Scheme who have successfully completed the three-year Diploma in Consumer Science and Technology from Temasek Polytechnic are required to undergo a one-year Diploma in Home Economics Education programme. They will follow the curriculum structure shown in Table 11 below:

**Table 11: Curriculum Structure of the Diploma in Home Economics Education Programme**

(For student teachers under the Home Economics Teacher Training Scheme who have completed the Diploma in Consumer Science and Technology from Temasek Polytechnic)

Category/ Subject	Course Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	DED021	Professional Practice and Inquiry I	0
	DED022	Professional Practice and Inquiry II	1
	DED136	Teaching and Managing Learners at the Secondary Level	2
	DED137	ICT for Meaningful Learning	2
	DED139	Educational Psychology: Theories and Application for Learning and Teaching	1
	DED140	Assessing Learning and Performance	1
	DED141	Group Endeavours in Service Learning	1
	DED231	The Social Context of Teaching and Learning	1
	DED232	Character and Citizenship Education	1
<b>CURRICULUM STUDIES</b>			
Teaching of Home Economics	DCX130	The Teaching of Food and Nutrition	3
	DCX131	The Teaching of Clothing and Textiles	3
	DCX132	Home Economics Curriculum and Evaluation	2
	DCX133	The Teaching of Consumer Education	3
<b>PRACTICUM</b>			
	DPR231 ♦	Teaching Practice	10
<b>LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS</b>			
	DLK131	English for Academic & Professional Purposes	2
	DLK231	Communication Skills for Teachers	2

♦ The Teaching Practice of 10 weeks will be scheduled in the second semester.

## **Contents of Core Courses and Prescribed Electives**

### **EDUCATION STUDIES**

The courses DED021-141 and DED231-232 are described in Education Studies section under Dip Ed Programme (Teaching of ML/TL at Secondary Level).

## CURRICULUM STUDIES

### The Teaching of Home Economics

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCX130	The Teaching of Food and Nutrition	Core	3	-
	DCX131	The Teaching of Clothing and Textiles	Core	3	-
	DCX132	Home Economics Curriculum and Evaluation	Core	2	-
	DCX133	The Teaching of Consumer Education	Core	3	-

#### DCX130 The Teaching of Food and Nutrition

The Food and Nutrition syllabus at the lower and upper secondary levels; strategies and methods to teach basic principles of food management; organisation of investigative and practical work, emphasis on coursework development for upper secondary syllabus.

#### DCX131 The Teaching of Clothing and Textiles

The pedagogical aspects of topics such as textile studies, planning of clothing needs of individuals and families, consumer awareness in the choice and care of clothes, choice, use and care of equipment, and basic clothing construction skills.

#### DCX132 Home Economics Curriculum and Evaluation

The nature, history and philosophy of home economics; the rationale and objectives of teaching home economics; resources and teaching strategies which focus on learner involvement; the use of appropriate evaluation procedures in facilitating effective learning.

## **DCX133 The Teaching of Consumer Education**

Various approaches to the teaching of consumer education. The concepts of needs and wants, as well as how to make smart consumer decisions, to identify priorities, to set realistic economic goals and manage resources effectively.

## PRACTICUM

Year	Course code	Title	Course Category	No. of AUs	Pre-requisites
1	DPR231 ♦	Teaching Practice	Core	10	-

- ♦ The Teaching Practice of 10 weeks will be scheduled in the second semester.

Teaching Practicum is a very important component of the diploma programme. Student teachers will apply their knowledge and skills for the teaching subjects they are trained in and develop their teaching competencies in a variety of instructional contexts and at different levels under the guidance and supervision of cooperating teachers, school coordinating mentors and university lecturers. They will learn from experienced school mentors about the schooling process and prepare themselves for their roles and responsibilities in teaching.

In the Dip HE Ed programme, there is only one school attachment period.

### DPR231 Teaching Practice

The Practicum will comprise a 10-week Teaching Practice (TP), in which the student teachers will build up their skills and knowledge in a step-wise manner. They will develop planning and delivery skills, followed by classroom management and assessment skills. In addition, to ensure that the student teachers have a holistic experience, they will also be provided opportunities to explore other aspects of a teacher's life besides classroom teaching, for example, observing how CCAs are managed.

## LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DLK131	English for Academic and Professional Purposes	Core	2	-
	DLK231	Communication Skills for Teachers	Core	2	-

### DLK131 English for Academic and Professional Purposes

English for Academic and Professional Purposes is designed to develop student teacher language and communicative competence towards two desired outcomes. The first is to equip student teachers with the thinking and language skills needed to produce appropriate texts in course-related writing tasks. The second is to guide them towards a reader-focused and socially-aware approach to written communications with colleagues, parents, and other people that teachers interact with in the course of their work. In addressing these outcomes, the course also raises awareness of how grammar can affect meaning.

## **DLK231 Communication Skills for Teachers**

This is a practical course designed to provide student teachers with the oral and written skills necessary for effective communication as teachers in the classroom and in their professional interaction with colleagues, parents and the general public. Student teachers learn about vocal health care and quality, and the practice of good voice production. They are familiarized with the use of a pronunciation dictionary to help them resolve pronunciation and word stress difficulties. They become aware of the importance of considering the purpose, audience and context when communicating and learn how to communicate effectively to promote student learning. They also engage in practical hands-on activities of making oral and written presentations in a variety of school contexts. Built into the tutorials are opportunities for student teachers to reflect on their practices as well as on-going assignments and oral and written presentations to assess their application of the knowledge and skills that they acquire during the course.

## Diploma in Special Education

## Curriculum Structure for Diploma in Special Education

The curriculum structures for Diploma in Special Education Programme are shown in Tables 12 and 13 below:

**Table 12: Curriculum Structure for Diploma in Special Education Programme**  
[For Special Education Schools' Teachers (SSTs)]

### *Year 1*

Category/ Subject	Course Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	NED100	Introduction to Special Education	3
	NED101	Educational Psychology I: Theories and Applications for Learning and Teaching	2
	NED102	Educational Psychology II: Providing for Individual Differences in Learning and Teaching and Classroom Management	2
	NED108	Assessment and Programming in Special Education	4
<b>EDUCATION STUDIES PRESCRIBED ELECTIVES</b>			
<b>(Select <u>TWO</u> courses)</b>			
	NED160	Sensory and Physical Disabilities	2
	NED161	Intellectual Disabilities	2
	NED162	Multiple Disabilities	2
	NED163	Emotional/Behavioural Disorders	2
	NED164	Autism Spectrum Disorders (ASD)	2
<b>CURRICULUM STUDIES</b>			
Special Education	NCS100	Language Arts	3
	NCS104	Social and Life Skills	2
	NCS105	Vocational Transition	3
	NCS106	Numeracy and Science	3
<b>PRACTICUM</b>			
	NPR100♦	Practicum	10

- ♦ The Practicum of 10 weeks will be scheduled in the second semester.

**Table 13: Curriculum Structure for Diploma in Special Education Programme**  
[For Allied Educator (Learning & Behavioural Support)]

***Year 1***

Category/ Subject	Course Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	NED100	Introduction to Special Education	3
	NED101	Educational Psychology I: Theories and Applications for Learning and Teaching	2
	NED102	Educational Psychology II: Providing for Individual Differences in Learning and Teaching and Classroom Management	2
	NED104	Practice and Intervention Techniques	2
	NED105	Assessment, Planning, Implementing and Evaluation	2
	NED106	Behavioural and Communication Difficulties	4
<b>CURRICULUM STUDIES</b>			
Special Education	NCS120	Language and Literacy Difficulties	4
	NCS121	Motor and Sensory Difficulties	3
	NCS124	Effective Counselling, Consultation and Communication [AEDs(LBS)]	2
	NCS125	Working with Parents and the Community [AEDs(LBS)]	2
<b>PRACTICUM</b>			
	NPR100♦	Practicum	10

- ♦ The Practicum of 10 weeks will be scheduled in the second semester.

## Contents of Core Courses and Prescribed Electives

### Education Studies

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	<b>Special Education Schools' Teachers</b>				
	NED100	Introduction to Special Education	Core	3	-
	NED101	Educational Psychology I: Theories and Applications for Learning and Teaching	Core	2	-
	NED102	Educational Psychology II: Providing for Individual Differences in Learning and Teaching and Classroom Management	Core	2	-
	NED108	Assessment and Programming in Special Education	Core	4	-
	NED160	Sensory and Physical Disabilities	Prescribed	2	NED100
	NED161	Intellectual Disabilities	Prescribed	2	
	NED162	Multiple Disabilities	Prescribed	2	
	NED163	Emotional/Behavioural Disorders	Prescribed	2	
	NED164	Autism Spectrum Disorders (ASD)	Prescribed	2	
	<b>For Allied Educators (Learning &amp; Behavioural Support)</b>				
	NED100	Introduction to Special Education	Core	3	-
	NED101	Educational Psychology I: Theories and Applications for Learning and Teaching	Core	2	-
	NED102	Educational Psychology II: Providing for Individual Differences in Learning and Teaching and Classroom Management	Core	2	-
	NED104	Practice and Intervention Techniques	Core	2	-
	NED105	Assessment, Planning, Implementing and Evaluation	Core	2	-
	NED106	Behavioural and Communication Difficulties	Core	4	-

## **NED100 Introduction to Special Education**

This course aims to provide SSTs/ AEDs(LBS) with a general introduction to special education. SSTs/ AEDs(LBS) will have opportunities to gain insights into the nature and extent of the work carried out by special educators. Other areas covered in this course include a historical overview of special education, with particular emphasis on the Singapore context and an examination of some of the contemporary trends and issues in special education. This course also aims to give SSTs/ AEDs(LBS) an awareness of the needs of persons with disabilities in the community and related issues. SSTs/ AEDs(LBS) will gain knowledge and insights into different types of disabilities, their causes, and the necessary supports and services for people with disabilities to have a better quality of life in society.

## **NED101 Educational Psychology I: Theories and Applications for Learning and Teaching**

This course provides the foundation for understanding the learner, their development and the psychology of learning. Key areas include: understanding different aspects of pupil development and how these influence the teaching and learning processes; psychosocial development; stages of moral development and the self-concept; theories of intellectual development; application of psychological principles and learning theories to classroom learning; understanding how pupils learn and how some pupils fail to learn; proactive approaches to motivate and enhance learning, develop creative and critical thinking and problem-solving skills.

## **NED102 Educational Psychology II: Providing for Individual Differences in Learning and Teaching and Classroom Management**

Pupils with diverse abilities and needs are increasingly found in mainstream schools in Singapore. Greater diversity among pupils requires pedagogical approaches that are inclusive of the learning needs of all and yet responsive to individual abilities. This course seeks to help SSTs/AEDs(LBS) to understand the characteristics and needs of diverse learners and how to provide optimal learning for all pupils. This course also seeks to help SSTs/ AEDs(LBS) acquire and apply basic knowledge and skills in relation to creating conducive learning environment, managing and facilitating teaching and learning activities, and school/classroom discipline. The importance of the practice of proactive classroom management and positive student teacher-pupil relationship will also be emphasized.

## **NED104 Practice and Intervention Techniques**

This course will be practice-oriented and will focus on the seven roles of effective teaching, namely, planning, instructing, managing, evaluating, socializing, organizing and self-monitoring. SSTs/AEDs(LBS) will learn to gather information relating to Diagnostic Summaries/Case Studies and individual Education Programmes, planning lessons and reflecting on classroom teaching and or support through self-evaluations of lessons. Lecture topics will also include intervention techniques and professional ethics in the teaching profession.

## **NED105 Assessment, Planning, Implementing and Evaluation**

This course aims to provide AEDs(LBS) with an understanding of the processes and purposes of screening, assessment and programming in special education. Participants will be guided to develop a range of assessment materials and techniques. This will allow the participants to interpret data and plan intervention programs for their students.

## **NED106 Behavioural and Communication Difficulties**

This course provides an overview of emotional/behavioural (E/BD) and social communication difficulties. Conceptual models and approaches of E/BD and common conditions of the various types of E/BD and social communication difficulties applied to all children. Focus will be given to pupils with attention, hyperactivity and social and communication difficulties (e.g. ADHD, ASD) and their causes. Assessment of needs, as well as classroom support strategies to manage and reduce challenging behaviours will be included.

## **NED108 Assessment and Programming in Special Education**

In this course, participants will learn about assessment, planning, instruction, monitoring and evaluation of students learning. Specific topic to be addressed include: Performance based assessment with the use of Portfolio, Performance, Exhibitions and Authentic Assessment. Teachers' role and responsibilities in using assessment data

to plan, implement and monitor learning will be discussed in depth. Behavioural facilitation will be also addressed in the overall context of physical, social and learning environment.

## **NED160 Sensory and Physical Disabilities**

This course is an education studies prescribed elective which is designed to examine the specific issues, assessment and interventions for individuals with physical and/or sensory disabilities. This course may be offered together with “Multiple Disabilities” as physical and sensory disabilities are also often experienced by individuals classified as having multiple disabilities. Topics include a study of augmentative and alternative communication (AAC), assistive technology, curriculum adaptations, parental involvement and inclusion.

## **NED161 Intellectual Disabilities**

This course is an education studies prescribed elective designed to examine the concerns and issues involved in teaching persons with intellectual disabilities. Social, physical and environmental variables that can influence intellectual functioning and learning will be discussed. The content of the course includes definitions, causal factors, learning characteristics and relevant approaches in assessment and intervention.

## **NED162 Multiple Disabilities**

This course is an education studies prescribed elective designed to examine the concerns and issues involved in teaching individuals with multiple disabilities. A number of these individuals are also commonly referred as having severe and/or profound disabilities in the professional literature. The term “multiple disabilities” is used because of the combinations of physical, sensory, medical, educational, social and emotional needs. Although individuals with multiple disabilities share in common a need for high, pervasive and lifelong supports and services, it is important to remember that their needs require unique and individualized educational planning and instruction. Topics such as curriculum, assessment and intervention, augmentative and alternative communication, and family involvement, amongst others, will be covered.

## **NED163 Emotional/Behavioural Disorders**

This course provides an overview of emotional/behavioural disorders (E/BD). Conceptual models and their approaches of E/BD, as well as the various types of E/BD and their causes will be examined. The assessment of E/BD and classroom management techniques to reduce challenging behaviours will be included. SSTs will learn strategies to prevent difficult behaviours and respond appropriately when behavioural problems occur.

## **NED164 Autism Spectrum Disorders (ASD)**

This course is designed to prepare SSTs to teach pupils with autism spectrum disorders (ASD) across the age spectrum and different levels of functioning. This course will introduce the student teachers to the learning and behavioural characteristics of pupils with ASD. The process of identifying individuals with ASD will also be discussed. Strategies for the assessment and intervention of pupils with ASD will be introduced. Particular emphasis will be placed on the implementation of these strategies within the context of Singapore. Finally, issues and trends related to working with this population will also be discussed.

## Curriculum Studies

### Special Education

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	<b>For Special Education Schools' Teachers</b>				
	NCS100	Language Arts	Core	3	-
	NCS104	Social and Life Skills	Core	2	-
	NCS105	Vocational Transition	Core	3	-
	NCS106	Numeracy and Science	Core	3	-
	<b>For Allied Educators (Learning &amp; Behavioural Support)</b>				
	NCS120	Language and Literacy Difficulties	Core	4	-
	NCS121	Motor and Sensory Difficulties	Core	3	-
	NCS124	Effective Counselling, Consultation and Communication [AEDs(LBS)]	Core	2	-
	NCS125	Working with Parents and the Community [AEDs(LBS)]	Core	2	-

### NCS100 Language Arts

This course aims at preparing SSTs to teach the language skills of listening, speaking, reading, and writing to pupils with special needs. Following a general introduction to communication, language acquisition and communication disorders, the communication difficulties associated with particular handicaps will be studied. Specific methods for fostering the growth of language skills in the classroom will be taught. Further topics include evaluation techniques, and the development of language programmes, augmentative communication, remedial reading, and curriculum adaptation. Specific areas of study are the thematic, the language experience and shared book approaches in teaching the language arts.

## **NCS104 Social and Life Skills**

This course will teach student teachers the various approaches and strategies in assessing and teaching social and life skills to students with special needs across the different contexts of home, school, work and community environments. Ecological Assessment of relevant social and life skills environments considering self-determination as a guiding philosophy will be introduced.

## **NCS105 Vocational Transition**

This course will cover the fundamentals of vocational transition. It adopts a lifespan approach to vocational programming and transition of vocational skills from school to real employment settings. Assessing job environments and empowering students with disabilities to make informed decisions will be discussed and form the basis of empowering self-determination in employment choices.

## **NCS106 Numeracy and Science**

This course focuses on the development of a core set of pedagogical skills in assessment, planning and implementation for teaching numeracy and science to students with diverse learning needs. Strategies designed to enhance the application of the concepts and skills learned to real life situations will also be explored. In the component of numeracy, explicit teaching practices will be presented and demonstrated through specific mathematics content across the different instructional domains. As for science component, guided inquiry practices will be introduced and illustrated through selected topics in science.

## **NCS120 Language and Literacy Difficulties**

This course provides an overview of language and literacy difficulties. Fundamental theoretical underpinnings of language and literacy difficulties in relation to mainstream classroom needs will be addressed. Assessment approaches are linked to research-based instructional strategies with language and literacy difficulties (e.g. dyslexia, specific language impairment, language processing disorders, and learning disabilities).

## **NCS121 Motor and Sensory Difficulties**

This course will provide a foundation in the development of the motor control, learning and acquisition of skill. Theoretical foundations in motor development in combination with practical experiences in regular classrooms will also be addressed. The course will link to a variety of physical and sensory difficulties in mainstream setting.

## **NCS124 Effective Counselling, Consultation and Communication [AEDs(LBS)]**

This course is designed to develop in SNO's effective counselling, consultation and communication skills for use with parents, colleagues, other professionals, students/clients and people in general. The contents of this course include effective listening, body language, verbal behaviour, exploring values and facilitating change. This course is also about personal growth, well-being and development. As a result, AEDs(LBS) enrolled in this course are highly encouraged to reflect on personal awareness and understanding on self, in order to better integrate skills learned. Since the learning of counselling skills is best done with opportunities for practice and demonstration of skills, practical activities and exercises comprise a core component of this course.

## **NCS125 Working with Parents and the Community [AEDs(LBS)]**

This course emphasizes the importance of not only meeting the special needs of pupils with difficulties but also those of their family members. It also examines the various ways in which the community can contribute to special education or rehabilitation. As well as discussing research and theories of 'partnership', this course will examine practical ways in which AEDs(LBS) can develop effective working relationships with parents, other family members and members of the community (including the school and pupils in the school, external agencies and professionals) in order to maximize learning for pupils with special educational needs.

## PRACTICUM

Year	Course code	Title	Course Category	No. of AUs	Pre-requisites
1	NPR100 ♦	Practicum	Core	10	-

- ♦ The Practicum of 10 weeks will be scheduled in the second semester.

### NPR100 Practicum

The Practicum is the practice of teaching and its related tasks. SSTs and Allied Educators (Learning & Behavioural Support) will undertake a ten-week practicum at a special education school/mainstream school during which they will be under close supervision by staff of the school and NIE. The practicum allows for the development of lesson planning skills, practice of teaching, and evaluating for continuous improvements.