MASTER OF ARTS
(EDUCATIONAL MANAGEMENT)

Program Manual

National Institute of Education
Nanyang Technological University
Introduction

The Manual has been prepared for you as a student on the Master of Arts (Educational Management) program. It contains most of the information you will need as you progress through your studies. It provides you with an outline of the materials covered in those courses, and explains, in general terms, how your work will be assessed and what you have to do in order to reach the required standard. It tells you how your work must be presented and what is required in terms of attendance.

Most of the information you will need is presented in this Manual. However you should read it in conjunction with other documentation you will be given, as that will provide details of the University’s regulatory framework and many other items of valuable information.

You should find this Manual helpful. If there is anything that you do not understand, you should contact the program coordinator. You will find both academic and administrative staff helpful and approachable, and it is important to raise your concerns early with those staff who can help. This would ensure that problems are sorted out before they become unmanageable.

At the time of writing, this Manual is accurate. Changes may occur during the academic year (such as changes in staff and course content) and we shall do everything possible to keep you informed of anything that might affect you.
About the Academic Group

The Policy and Leadership Studies Academic Group (PLS AG) holds the vision of educational leaders who inspire and empower others within educational systems, locally and internationally, to work collaboratively and synergistically in the attainment of school success. The PLS AG believes that the quality of school leadership is a critical factor for school successes.

The PLS AG sets high standards in designing and implementing pre-service and in-service programs that incorporate its staff members' most current research findings.

This is in order to prepare educators and leaders to meet emerging challenges in education. Courses and programs of the Academic Group are especially designed for education leaders to facilitate them in their own development of skills and knowledge required to lead schools to new realms of educational excellence. With the education stakeholders' needs as a driving force, PLS AG staff share their knowledge, skills, experience and expertise in continuously developing and delivering innovative curricula in educational leadership theory and practice.

Faculty

Associate Professor Ng Pak Tee, PhD
Associate Dean, Leadership Learning
Head, Policy and Leadership Studies Academic Group
National Institute of Education, Nanyang Technological University
Dr. Ng Pak Tee is Associate Dean, Leadership Learning and the Head of Policy and Leadership Studies Academic Group at the National Institute of Education (NIE), Nanyang Technological University (NTU), Singapore. He teaches in the programmes for school leaders (Principal-ship and Head-of-Department-ship), postgraduate programmes for research candidates (Master, EdD and PhD) and in the foundation programmes for trainee teachers.

Pak Tee read Mathematics at Cambridge University [BA(Hons), MA]. He subsequently read Management at Leicester University [MBA] and Bradford University [PhD]. He was also trained as a teacher at the National Institute of Education [PGDE]. His main areas of teaching, research, training and consultancy at NIE are Education Leadership, Education Policies, Learning Organisation, Change Management, Knowledge Management, Innovation, Complexity, and Coaching.

Pak Tee is currently the Executive Editor of Educational Research for Policy and Practice, the flagship journal of the Asia-Pacific Educational Research Association. He is also an Associate Editor/Editorial Board Member of several international refereed journals. He has authored several books and numerous journal articles, book chapters and conference papers.

Dr. Catherine Chua Siew Kheng is an Assistant Professor in the Policy and Leadership Studies Academic Group. Her research activities focus on the area of critical discourse analysis, postcolonial theory, educational planning/policy, globalization and education, and educational restructuring. Her other areas of interests include language policy, culture and education, education and economy, and the role of media in educational reform. She has conducted thinking workshops for several primary and secondary schools in Singapore. She currently teaches the courses on Globalization, educational and pedagogical change, as well as The twenty-first century education.
Dr. Jude Chua is an Associate Professor at Policy and Leadership Studies, National Institute of Education, Nanyang Technological University, Singapore. He is a qualified Fellow of the College of Teachers, London (FCoT, 2006) and an elected Fellow of the Royal Historical Society, London (FRHistS, 2006). He won the President’s Graduate Fellowship at National University of Singapore, and held a visiting graduate fellowship (2003) at the Centre for Philosophy of Religion at the University of Notre Dame, during which he worked and studied with the distinguished natural law legal theorist, John Finnis. He was awarded the prestigious US$10,000 Novak Award (2002) by Acton Institute for outstanding new research in religion and economic liberty, and delivered the Calihan Lecture in 2003. He was a Visiting Scholar at the Institute for Business and Humanism of the University of Navarre, Pamplona, Spain, and has consulted for MOE, Singapore. His work has appeared in many places, including Journal of Markets and Morality, Periodicum Angelicum, Journal of Chinese Philosophy and Educational Research for Policy and Practice. He is the author of A Philosophy of Education: Teaching and Learning Meaningfully and Responsibly (Pearson-Prentice Hall, 2006). His current research interests are in professional ethics, school ethos, Asian pedagogies, natural law theory, and philosophy of education.

Dr. William Choy is a Lecturer at the Policy and Leadership Studies Academic Group. He obtained a first class honours degree in Commerce from Murdoch University, Perth Australia, and his Ph. D. in the area of International Business from the University of New South Wales, Sydney, Australia. Before joining NIE, Dr Choy was an academic with the University of New South Wales in Australia from 2001 until July 2006, in which he was the course coordinator and lecturer for both the undergraduate and postgraduate degree programmes for the Faculty of Commerce and Economics. He has presented papers at international conferences in the United States, China, Sweden, New Zealand and Australia, as well as published research papers in the areas of strategic business management, ASEAN and APEC economic outlooks, and

Dr. Jonathan W.P. Goh is the Associate Dean (Research Support) in the Office of Education Research (OER) and an Associate Professor in the Policy and Management Studies (PLS) Academic Group. He obtained a first class honors degree in Commerce from Murdoch University, and a PhD (with Distinction) in Marketing from The University of Western Australia. Dr. Goh’s academic career included lecturing at business-related diploma level, as well as in undergraduate and postgraduate programs offered by various Australian and American universities. He has presented and published research papers at international conferences in the United States, Puerto Rico, Hong Kong and Australia. Over the past nine years, he has also been actively engaged in consulting and writing research reports for a wide range of industries including financial (Citibank Australia), consumer products (Smiths’ Crisps Pte. Ltd.), hospitality (Sheraton Perth Hotel, Duxton Hotel, Leeuwin Winery and Thomas Cook Travel), and education (several schools in Singapore). His teaching and research interests include research methodology (qualitative and quantitative), data analysis techniques including structural equation modeling, student learning approaches, intercultural communication competence, and cross-cultural aspects of service quality perceptions, customer satisfaction and employee motivation.
Dr. Trivina Kang is a Senior Lecturer in the Policy and Leadership Studies Academic Group at the National Institute of Education (NIE). She obtained her Masters and PhD degrees in Sociology from New York University in the United States, with a specialization in educational sociology. Her interests in policy formulation, social stratification and mobility, and youth leadership/development issues are evident in funded research projects she has led. She recently concluded two large scale longitudinal projects tracking competencies and school experiences of Integrated Programme students in Singapore. She teaches qualitative research methods at the graduate level and has been actively involved in MOE’s TLLM Ignite Programme and NIE (I)’s work in the Middle East. Her passion is to explore innovative ways where research can better inform educational practice (and vice versa) and to facilitate learning so that educators can make sociological sense of their changing contexts.

Dr. Lana Khong Yiu Lan is a Lecturer in the Policy and Leadership Studies Academic Group. She has research and teaching interests in school, home and community partnerships, youth issues, teacher professional development, and leadership education. She is involved in teaching ‘The Social Context of Teaching & Learning’ core module in pre-service programs, Citizenship and Character Education, a Masters course in Academic Writing, supervises EdD and Masters students, as well as student teachers in Practicum and Teaching Assistantship stints at school. She is currently conducting research into school leadership for family and community engagement in Singapore schools, and parent and student attitudes and perceptions of private tuition.
Dr. Lim Lee Hean is an Associate Professor in Policy and Leadership Studies. She received a doctoral research scholarship to pursue her interests in the practice and theory of educational issues, leadership mentoring and management. She has been involved in post-graduate and in-service curriculum conceptualization, design and delivery of courses for professional development. Having served and led as a school-based practitioner and currently engaged in international studies for cross-cultural research, she has also published international refereed journal papers in the field of education. As an adult learning facilitator, she highlights the significance of co-creating learners’ focus on current learning to engender the future they genuinely desire within and beyond research.

Dr. Luo Wenshu is an assistant professor at the Policy and Leadership Studies Academic Group in National Institute of Education. She was trained in psychology and educational measurement and got her PhD in educational psychology from the University of Hong Kong. Then she joined NIE as a researcher and worked on several large scale projects. Her research interests include students’ motivation and self-regulated learning as well as the cultural and contextual factors of learning, such as school culture, and classroom and parenting practices. She is also interested in quantitative research methods and statistics and has given a number of workshops on various topics in this area, such as effect size, multilevel modeling, and Rasch analysis.
Dr. Hairon Salleh is Assistant Professor with the Policy and Leadership Studies Academic Group at the National Institute of Education, Nanyang Technological University, Singapore. He teaches in undergraduate, postgraduate and in-service courses relating to teacher and leadership education and preparation. Prior to his academic career, he has taught in both primary and secondary schools in Singapore. His research interests and publications cover teacher learning in communities, school leadership, action research and education change.

Dr. David Ng Foo Seong is an Associate Professor in Policy and Leadership Studies. His areas of specialization include principalship, school leadership, curriculum management and leadership, and learning technology such as computer simulation programming, intelligent tutoring system design and programming. His research interests include school reform, organizational culture and the design of intelligent simulation systems and their impact on knowledge acquisition. He has also served as a Vice Principal in a secondary school for three years.

Dr. Jason Tan Eng Thye is an Associate Professor in Policy and Leadership Studies, National Institute of Education. He co-edited GOING TO SCHOOL IN EAST ASIA and edited EDUCATION IN SINGAPORE: TAKING STOCK, LOOKING FORWARD.
Dr. Charlene Tan is an Associate Professor in the Policy and Leadership Studies Academic Group. She received her MA and PhD in Philosophy from the National University of Singapore, and her MA in Applied Linguistics/TESOL from the University of Leicester, UK. A former junior college teacher, she has conducted courses for educators from the United Arab Emirates, China, Cambodia and Indonesia. Among her publications are *Philosophical Reflections for Educators* (Cengage Learning); *Learning from Shanghai: Lessons on Achieving Educational Success* (Springer); and *Confucius* (Bloomsbury). Her research interests include philosophy of education, comparative education and critical thinking.

Dr. Benjamin Wong is an Associate Professor in the Policy and Leadership Studies Academic Group. He was formerly a lecturer at the National University of Singapore where he held a joint appointment in the Department of Political Science and the University Scholars Program. Dr. Wong received his university education in Canada, where he obtained a BA (Honors in Philosophy and Political Science) and MA from McMaster University, and a PhD from the University of Toronto. His teaching and research interests include the history of moral and political philosophy, virtue and leadership, critical thinking as well as knowledge and inquiry.
Dr. Zhang Yenming is a Senior Lecturer in the AG of Policy and Leadership Studies (PLS). He received his Doctorate of Education (1991) on higher education leadership and administration, and Master of Education (1988) from Harvard University; Master of Science in psychology and supervision in Connecticut State University (1987). He is the coordinator of the Master of Arts (Educational Management, MAEM).

The courses he teaches include: Servant Leadership in Civil Service Systems, Perspectives in Educational Leadership, Teacher Professional Development and School Leadership, Chinese Classics on Change. His research interests and publications are in the areas of “Eastern philosophies applied to leadership in modern organizations”; and “Chinese perspectives on leading change”. He has been a Research Fellow in Harvard Business School of Administration (1989-90) and Researcher in West Point Military Academy (1987-89) in military leadership.
Program Details

The Master of Arts (Educational Management) program is designed for individuals who hold management positions in the education service (e.g., principals, vice-principals, heads of department and teachers with positions of responsibility and MOE officers); as well as managers from other learning and training enterprises (e.g., military, nursing and other private and tertiary educational institutions).

This program pursues three broad aims:
(i) to enable aspiring leaders in education to become more informed about critical issues in educational management, and thus to apply intellectual approaches to their work;
(ii) to help them cope positively and effectively with the management challenges that are currently impacting on education; and
(iii) to enable them to acquire a recognized and valued postgraduate degree.

Topics covered include: Quantitative and qualitative research methods; organizational learning and development; philosophy of education; interdisciplinary thinking for educational leaders; ethics and leadership for educators; assessment quality and standards; supervisory leadership and curriculum design; servant leadership; theory and practice of teachers' professional learning; mentoring for professional development and leadership succession; management of educational technology applications; comparative issues in education; mentoring for professional development and leadership succession; school and organizational effectiveness; globalization, educational change and pedagogical reform; key issues in education policy; and school leadership for family and community engagement in Singapore.

Our program is one of quality and excellence, with carefully designed learning materials, and with lecturers who are experts in their respective fields. Unlike other programs available in Singapore, this program offers the expertise of local faculty members as well as overseas experts at relevant points. They are also familiar with the context in which you work and will help you to apply your studies realistically to your situations. Our faculty members also have an international perspective, since many of them have studies or worked overseas. So, what you enjoy is ready access to high quality academics who know the Singapore situation, and the privilege of studying and eventually graduating from one of the top universities in the field.
MAEM Program at NIE

We have one intake a year in August, open to educational leaders and professionals, which includes school principals, vice-principals, heads of department, teachers with positions of leadership and responsibility, officers from the Ministry of Education, and managers of other learning enterprises.

Participants have the option of completing this program by coursework, or by coursework and dissertation on a chosen education-related research topic. The structure of the Part-Time and Full-Time Approaches are as follows:

(i) It is a 1-year program for full-time candidates; and a 2-year program for part-time candidates.
(ii) Fixed schedule for lessons – 6 pm to 9 pm at NIE
(iii) June inter-semester course scheduled in week days
(iv) Students take three core courses (namely MEM831, MEM832 and MMM800) and seven elective courses.

Program Structure

The program gives a solid foundation in educational management topics, develops a practical understanding and relevant skills in selected functional areas, and introduces some of the key strategic and international educational management issues confronting organizations today.

The program has a three-part structure for both the Coursework track and Dissertation track. Candidates can only choose one program structure (i.e., Structure A or Structure B) for their Masters program:

<table>
<thead>
<tr>
<th>Track</th>
<th>Coursework Track</th>
<th>Dissertation Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>MEM831; MEM832; MMM800</td>
<td>MEM831 and MEM832 (Not Allowed: MMM 800)</td>
</tr>
<tr>
<td>Electives</td>
<td>Seven courses (refer to the list below)</td>
<td>Six courses (refer to the list below)</td>
</tr>
<tr>
<td>Dissertation</td>
<td>No. Only work on MMM 800 Critical Inquiry is required – Between 4,000 to 6,000 words in length.</td>
<td>Yes – Not exceeding 15,000 words in length.</td>
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</table>
Core Courses

<table>
<thead>
<tr>
<th>No</th>
<th>CODE</th>
<th>COURSES</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>MEM831</td>
<td>Quantitative Research Methods</td>
</tr>
<tr>
<td>2</td>
<td>MEM832</td>
<td>Qualitative Research Methods</td>
</tr>
<tr>
<td>3</td>
<td>MMM800</td>
<td>Critical Inquiry (Core for Coursework track only)</td>
</tr>
</tbody>
</table>

Elective Courses

<table>
<thead>
<tr>
<th>No</th>
<th>CODE</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>MEM801</td>
<td>Organizational Learning and Development</td>
</tr>
<tr>
<td>5</td>
<td>MEM802</td>
<td>Human Development and Learning Theories</td>
</tr>
<tr>
<td>6</td>
<td>MEM803</td>
<td>Assessment Quality and Standards</td>
</tr>
<tr>
<td>7</td>
<td>MEM804</td>
<td>Supervisory Leadership and Curriculum Design</td>
</tr>
<tr>
<td>8</td>
<td>MEM807</td>
<td>Principalship and Teacher Performance</td>
</tr>
<tr>
<td>9</td>
<td>MEM812</td>
<td>Finance and Resource Management</td>
</tr>
<tr>
<td>10</td>
<td>MEM823</td>
<td>Strategic Information Technology Integration in Schools</td>
</tr>
<tr>
<td>11</td>
<td>MEM828</td>
<td>Contemporary Issues in School Marketing</td>
</tr>
<tr>
<td>12</td>
<td>MEM829</td>
<td>Mentoring for Professional Development and Leadership Succession</td>
</tr>
<tr>
<td>13</td>
<td>MEM835</td>
<td>Globalization, Educational Change and Pedagogical Reform</td>
</tr>
<tr>
<td>14</td>
<td>MEM837</td>
<td>Comparative Issues in Education</td>
</tr>
<tr>
<td>15</td>
<td>MEM838</td>
<td>Ethics and Leadership for Educators</td>
</tr>
<tr>
<td>16</td>
<td>MEM841</td>
<td>Contemporary Issues in Strategic Educational Management</td>
</tr>
<tr>
<td>17</td>
<td>MEM843</td>
<td>Philosophy of Education</td>
</tr>
<tr>
<td>18</td>
<td>MEM844</td>
<td>Contemporary Issues in Organizational Management and Development in Schools</td>
</tr>
<tr>
<td>19</td>
<td>MEM845</td>
<td>Leadership from Inside Out</td>
</tr>
<tr>
<td>20</td>
<td>MEM846</td>
<td>Servant Leadership in the Civil Service Systems</td>
</tr>
<tr>
<td>21</td>
<td>MEM848</td>
<td>Theory and Practice of Teachers’ Professional Learning</td>
</tr>
<tr>
<td>22</td>
<td>MEM849</td>
<td>Educational Policy Analysis</td>
</tr>
<tr>
<td>23</td>
<td>MEM850</td>
<td>Interdisciplinary Thinking for Educational Leaders</td>
</tr>
<tr>
<td>24</td>
<td>MEM851</td>
<td>Key Issues in Education Policy</td>
</tr>
<tr>
<td>25</td>
<td>MEM854</td>
<td>Historical and Philosophical Foundations of Contemporary Theories in Educational Policy</td>
</tr>
<tr>
<td>26</td>
<td>MEM855</td>
<td>School Leadership for Family and Community Engagement in Singapore</td>
</tr>
</tbody>
</table>

All MAEM students may complete only one open elective from any other Masters offered by NIE, in fulfillment of the elective requirement for MAEM.
Dissertation or Coursework

There are two options within this program. Candidates are required to either:

(i) Complete eight courses plus a dissertation (Dissertation option), or
(ii) Complete 10 courses (Coursework-only option)

Those selecting the coursework-only option will take a core course titled Critical Inquiry (MMM800) designed to act as a capstone experience for the program.

Candidates may write in to the program coordinator to choose the dissertation option.

You do not have to make the decision when you apply. The decision on what option to select is made at the end of the first year of the program. If you have enquiries and the information is not available on the website, please do the following:

(i) For general information on issues such as admission and application, please send your enquiry to nieadmpp@nie.edu.sg.

(ii) For specific information relating to the program such as information on the courses and other specific academic issues relating to the program, please contact the program coordinator:

Dr. Yenming Zhang
Program Coordinator
Academic Group of Policy and Leadership Studies
National Institute of Education
Nanyang Technological University
1 Nanyang Walk, Singapore 637616
Telephone: (65) 6219 6038
Facsimile: (65) 6896 9151
E-mail: yenming.zhang@nie.edu.sg
(1) **Entry Requirements**

In broad terms, admission is available to those who have the appropriate experience in education or training environments, and who meet the following requirements:

(i) A good Bachelor's degree which is recognized by NIE/NTU
(ii) At least two years of managerial experience. Applicants must be subject heads, level heads, heads of school departments, vice-principals or principals of schools, inspectors & senior officers of MOE.

(2) **Period of Candidature**

The degree of Master of Arts (Educational Management) is offered on both part-time and full-time bases. The minimum and maximum periods of candidature for part-timers are 24 months (2 years) and 48 months (4 years); and the minimum and maximum periods of candidature for full-timers are 12 months (1 year) and 24 months (2 years) respectively. The Board of Graduate Studies may require a student to leave the program if, in the Board's opinion, the student’s progress is not satisfactory.

(3) **Description of the Academic Unit System**

NIE has adopted an Academic Unit (AU) system. All courses are equivalent to 3 AU's. An AU is defined as 13 lecture hours or equivalent. The total AU value of the MA (Educational Management) is 30 AU's, which consist of either 8 courses (24 AU's) plus a dissertation (6 AU's) or 10 courses (30 AU's).

(4) **Leave of Absence**

If you are going to take other study programs, part-time or full time, you need to apply officially for Leave of Absence. It is your responsibility to plan and sign up the appropriate courses to ensure you can fulfill the graduation requirements of the program within the given candidature period. For details on course registration, please refer to the Student Portal. The course registration is normally conducted in the mid of the semester for the next semester. However, you are strongly advised to keep the Office of Graduate Studies and Professional Learning (GPL) as well as your program coordinator informed if you wish to take leave from your study.

Your program coordinator can then advise you on what to take when you return from your leave.
(5) Extension of Candidature

In the event that you do not complete the program within the prescribed 4 years, you can apply for an extension. Extensions will only be granted in exceptional circumstances. In order to be considered, you need to have been making satisfactory progress and your supervisor is convinced that if you are granted the extension, you will successfully complete the program.

If you wish to apply for an extension, you will need to make a strong case and need to apply at least 2 months prior to the expiring of your candidature. The form indicates the information required to support the extension, together with the procedure to be followed for submission. A copy of the form can be downloaded from the Student Portal under “Student Information”.

(6) Withdrawing from a Program

If you wish to withdraw from the program, you should write to the Office of Graduate Studies and Professional Learning (GPL) through your supervisor. If you do not have a supervisor, then you should write through the program coordinator. If you withdraw after 2 weeks into the semester, you are liable to pay fees for that semester. If you withdraw, you can apply for re-entry into the program, but it is not automatic and each application will be considered on a case-by-case basis.

(7) Academic Dishonesty

Do note that this university takes a serious stance against plagiarism. For proper referencing techniques, please refer to the writing manuals stated in the proceeding section of this manual.
(8) Grading System

Since Academic Year 2005-06, a new Grade Point Average (GPA) system of grading has been adopted. The GPA system is applicable to all graduate candidates (coursework and research) admitted to this program.

Term Grade Point Average (TGPA)
TGPA represents the grade point average of all courses attempted by a student in any term of study.

Cumulative Grade Point Average (CGPA)
CGPA represents the grade point average of all courses attempted by a student.

The TPGA and CGPA will be reflected in candidates’ transcript of academic records.

(9) Graduation Requirements & Academic Performance for Candidates

Graduation Requirements
The requirements for graduation are as follow:

Candidates have to successfully complete all requirements as prescribed by the program of study. A minimum CGPA of 2.50 is attained at the completion of the program of study.

Satisfactory Academic Performance
In any term of study, a coursework student is considered to be making satisfactory progress if he/she attains a minimum TGPA of 2.50.

Poor Academic Performance
A coursework student with poor academic performance will be subjected to the following actions:

(i) Academic warning if TGPA is less than 2.50 in any term of study
(ii) Termination of candidature if TGPA is less than 2.50 for the second consecutive term of study.

Appeal against termination of candidature on the grounds of extenuating circumstances may be made. The appeal must be submitted to the relevant Academic Group by the end of the first week of a term. Late appeals will not be considered. Normally, only one appeal is allowed per candidature.
\section*{(10) Fail Grade}

A Fail (F) grade obtained in a course, and a new grade attained for any subsequent repeats, will be counted in the calculation of TGPA and CGPA. The grades for all attempts will be reflected in the transcript.

\section*{Coursework Track}

\subsection*{MMM800 Critical Inquiry}

This capstone course requires the participants to identify a problem which forms the focus of inquiry, locate and read the most relevant literature and undertake some data analysis (as appropriate) to generate suggested potential solution(s) to address the problem.

The solution(s) should show evidence that they are able to take the available information and restructure it in an appropriate way to deal with the problem. The Critical Inquiry (CI) paper shall be between 4,000 to 6,000 words in length. Candidates will be required to identify a problem area which they wish to investigate, and with the guidance of the supervisor, write a paper on the question they wish to pursue in this area.

Candidates are not allowed to offer an assignment that was submitted for another Masters course as their Critical Inquiry paper. The Critical Inquiry paper may however be an extension of that assignment. The paper for this investigation can include any one of the following types:

\begin{enumerate}
  \item Literature-supported research proposal
  \item Evidence-based research report.
  \begin{itemize}
    \item Note: For collecting data for CI work, students should apply for ethics clearance from the DAC, MOE or exemption from it.
  \end{itemize}
\end{enumerate}

Student oral presentations of CI work will not be assessed. Tutors will use it as an avenue to provide feedback about CI work to students.

The choice of topic depends on the candidate’s discussion with the supervisor. The paper must exhibit "Inquiry" that is "Critical". This does mean that the candidate will have to put his or her own mind to it and not just an essay that summarizes the work of others. Literature Review is not independent of the reviewers’ thoughts.
Some key issues to take note

Avoid solely relying on political statements as a rationale for pursuing a question. You need to know the answer to a policy question. (i.e., go beyond the political statements to explain what it means, how it fits into educational theory and the evidence to support or challenge it.

Try to contrast between Singapore and the evidence from the (mostly external) literature. You are required to demonstrate fluency with the context of the evidence before they interpret it for local application.

Differentiate between normative (it should be the case …) and empirical (it is true in 9 out of 10 cases) statements.

Include a discussion of the implications of the issues.

Describe and discuss the rationale for political reform, policy or initiative

Differentiate between issues and problems. Orientate toward a dilemma, a policy tradeoff in which there are many compelling but conflicting arguments.

Writing Style

Use a single writing style throughout your dissertation.

Like most universities, NIE does not restrict you on the use of writing style, although NIE prefers the use of the American Psychological Association (APA) Style. You may also use the Turabian or the Harvard writing styles but be consistent with one style throughout your paper. Check formatting guidelines for your paper and your supervisor will also be guiding you.

Dissertation Track

Change of Title of Dissertation

Sometimes a student wishes to change the title of his dissertation. If you change the title from that originally submitted when you were assigned a supervisor, the request should be made in writing to the Office of Graduate Studies and Professional Learning (GPL) through your supervisor.

This should be done as early as possible when the final title is decided. The latest time will be 2 months prior to submission of the dissertation, but you are advised not to leave it to that late. A copy of the form can be downloaded from the Student Portal under “Student Information”.

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Meeting with Dissertation Supervisors & Tracking Progress

When you have a supervisor, a letter is sent to you and the supervisor, formally notifying both of you of the appointment. You are expected to meet your supervisor regularly. The specific arrangements are left to be negotiated between you and your supervisor. You should have your first meeting with your supervisor within 2 weeks of receiving the letter of appointment to work out a schedule that will move you towards the goal of completing your dissertation. It is realised that this schedule will vary as different problems are encountered along the way, but it will provide a good basis for regular meetings. The coordinator for the program will inform you of any requirements. GPL requests you and your supervisor to provide information twice a year in January and July, indicating how you are progressing.

Criteria for a 6-AU Dissertation

The objective of the dissertation is to provide you with the experience of being involved in the development, carrying out and writing up of a research project. GPL does not specify the type of research to be undertaken. For example, it can be action research, historical research, ethnographic, a case study, involve qualitative or quantitative data collection or any other research appropriate to the discipline that you are studying. The specific type of research will depend on your area of interest and the specific topic that forms the basis for your dissertation.

The research should be well designed and carried out in a sound manner. The expectation is that the dissertation reflects your ability to undertake a piece of research and write-up in a sound academic manner. The stress is on a dissertation of quality, not quantity.

The components of a dissertation usually include the following:

1. The introductory chapter usually contains some background to the study, research questions, significance and purpose of the study.
2. Chapter 2 contains a review of the relevant literature. This review should provide evidence that you have read the relevant literature and know what is and what is not known about your problem. The aim of this chapter is not to include all relevant literature, but to assure the reader that you are aware of and have read the appropriate literature.
3. Chapter 3 describes the methodology and procedures used in the study. It also includes a description of how you analyzed the data.
4. Chapter 4 contains the results and discussion.
5. Chapter 5 contains a summary, conclusions and recommendations for further research and practice. It is important to note that this is only a guideline and dissertations can have other formats and organizations. Your supervisor will be able to give you more details on how to organize your dissertation.

Most programs at the University set an upper limit on the length of the dissertation (in most Masters by coursework cases, the upper limit is 15,000 words excluding appendices, tables, references etc). GPL would like to stress that this is an upper limit. A dissertation can be shorter, for example, about 10,000 words. The resulting product will be judged on quality, not length.

**Format & Style of a Dissertation**

GPL does not specify the style of a dissertation. However, there are some general guidelines for format that are required.

**Format**

i. Each page must have a left margin of 3.7 cm for binding.
ii. The right, top and bottom margins should be 2.5 cm.
iii. The dissertation must have the following in the specified order:
   - Title Page
   - Acknowledgement
   - Table of Contents
   - Summary (Abstract) not exceeding 500 words written in English
   - The body of the dissertation
   - References
   - Appendices (if any)

iv. The acknowledgement, table of content, summary should be numbered using small Roman numerals (e.g., i, ii, iii, iv, v etc). The remainder of the dissertation should be numbered in one continuous sequence using Arabic numerals (e.g., 1, 2, 3 etc). The numbering should be centered at the bottom of the page.

v. The dissertation must be printed on one side and double-spaced.

vi. The type of font, font size and any other aspects of production are to be consistent throughout the dissertation. A font size of 12 points is recommended for the text, except for tables, figures, graphs and formulas [see (g)].

vii. Sometimes, to fit tables, figures, graphs or formulas into the dissertation, a smaller font size may have to be used. However, it is important that the final product is readable.
Style

There is no specific style required for a dissertation. The American Psychological Association (APA), Chicago, Turabian or Harvard are some styles that can be used. Most programs have a preference for APA style. Whatever style is used, it is expected that the dissertation will be written in a consistent style. The program coordinator will inform you of any other specific requirements for the writing of a dissertation for that program.

Procedure for Submission of a Dissertation

The following is the procedure for submission of dissertation for examination.

1. Two ring bound copies of the dissertation should be submitted for examination.
2. These copies should be submitted to your supervisor, who will have to indicate that the dissertation is acceptable for examination.
3. It is then submitted to the appropriate Head of Academic Group and then to the GPL. In the case of the MEd, your supervisor submits it directly to the Associate Dean, Educational Research.

Examination of a Dissertation

Each dissertation is examined by 2 University examiners appointed by the Board of Graduate Studies on the recommendation of the Dean of GPL. The identities of the examiners are confidential from the candidates. Each examiner is normally given 1 month from his or her date of receipt of the dissertation to complete the examination. The examiner will submit an assessment report on the dissertation to GPL with 1 of the following recommendations:

a) Award the degree without further examination
b) Award the degree (with minor corrections and typographical changes as specified in the report being made in the dissertation before it is deposited in the Library)
c) Award the degree, subject to the amendments specified in the report being made in the dissertation
d) Not award the degree but be permitted to re-submit the dissertation in a revised form after a further period of study and research
e) Not award the degree

On receipt of the recommendations from the examiners, GPL will notify you that the dissertation is reviewed prior to any final determination of the procedure to be followed.
Assessment

Assessment takes several forms and these are specific to each course. Lecturers use a combination of continuous assessment, tests, essay-type assignments and case study analyses. In some cases, oral presentations or similar activities may replace written tasks.

(1) Assessment of Course Assignments

The specific criteria which are used to assess work in any given course will be laid out in the written brief for that course and the tutor will usually also give you a verbal explanation of what is required. The following is the framework for assessment used by all tutors, and you will find it helpful to refer to it frequently, since it shows clearly what you are expected to achieve in order to meet the required standard.

(i) Content and Structure

*Content* - the work identifies relevant topics, relates appropriately to conceptual material, and applies to personal/professional experience.

*Structure* - the work is logically set out and leads to reasoned conclusions.

(ii) Analysis

*Argument* - develops a reasoned line of argument on issues.

*Interpretation* - reflective consideration leads to development of personal perspective.

*Evaluation* - carefully weighs evidence; explores alternatives and bases judgments on critical appraisal.

(iii) Use of Sources

*Range of Sources* - demonstrates familiarity with recommended reading; uses unspecified reading and investigate additional sources.

*Types of Sources* - uses a variety of sources, books and journals, including international, scholarly sources.

*Referencing System* - is accurate in quotation and attribution; recognizes and applies academic conventions.

(iv) Presentation

*Clarity* - communicates ideas clearly; uses appropriate grammar, careful proof reading.

*Style* - fluent, concise, coherent writing; judicious use of language.

*Appearance* - appropriate visual impression; suitable arrangement of tables, figures, headings.
(v) Overall

*Scholarship* – shows extent of knowledge, depth of analysis, originality of thinking

*Perspectives* – indicates breath of viewpoint, demonstrates critical perception

*Coherence* – Synthesizes and controls materials, argues persuasively

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<th>Letter Grades</th>
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| **A+ A A A-** | **Content and Structure:** Assurance in handling ideas; establishes appropriate conceptual frameworks; leads to logical discussion and reasoned conclusions; applies them to personal and professional experience.  
**Analysis:** High standard argument, interpretation and evaluation; with critical appraisal supported by carefully marshaled arguments.  
**Use of Sources:** High standard in range, types and referencing system; synthesizes material from a variety and range of sources beyond those specified in reading, quoting and critiquing effectively to demonstrate an extensive investigation of relevant literature.  
**Presentation:** All high standard in clarity, style and appearance; presents its arguments in a fluent, readable and scholarly way. |
| **B+ B B B-** | **Content and Structure:** Identifies relevant topics and has an organized, logical structure that leads to reasoned conclusions, relating them to personal and professional experience.  
**Analysis:** Reasoned level of argument, with a reflective and personal perspective based on critical appraisal of issues.  
**Use of Sources:** Uses referencing system correctly; refers to a range and variety of sources additional to those specified as essential.  
**Presentation:** Fluent writing style demonstrates a clear communication of ideas; careful proof reading; work is visually attractive. |
| **C+ C C** | **Content and Structure:** Successfully meets the criteria for content and structure.  
**Analysis:** Shows evidence of attention to argument, interpretation and evaluation, but critical appraisal and exploration of alternative interpretations may be less evident in evaluation.  
**Use of Sources:** Uses referencing system adequately; draws on a sufficient range and variety of sources to provide literature support appropriate to work at higher degree level.  
**Presentation:** Meets the requirements for clarity, style and appearance however there may be some inaccuracies of expression – provided these do not interfere with the communication of ideas. |
| **D+ D D** | **Content and Structure:** Barely meets the criteria for content and structure.  
**Analysis:** Barely meets the criteria for argument, interpretations and evaluation.  
**Use of Sources:** Barely meets the criteria for range of sources, types of sources and accuracy of referencing system.  
**Presentation:** Barely meets the criteria for clarity, style and appearance. |
| **F** | Fails to meet all of the above criteria. |
(2) **Assessment of Dissertations**

The dissertation, which forms the final phase of the program for those on the Dissertation Track, is a major undertaking. It is a document of up to 15,000 words which reports on the research you have undertaken in your own or another workplace. It has to be written in a form that follows the accepted conventions of scholarship at this level.

The dissertation, which is a report on your research in the workplace, should contain:

- A clear definition and statement of the problem or issue researched.
- An explanation of the theoretical approach underpinning the research.
- A clear explanation of the reasons for selecting certain research methodologies or techniques.
- The presentation and analysis of data, and the conclusions you might have reached.
- Recommendations (if appropriate) justified by those conclusions.

**Methods**

*Approach* - discusses and justifies methodological stance.  
*Design* - explains and justifies chosen methods.  
*Critique* - reflection on the strengths and weaknesses of the methods used.

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<td><strong>A+</strong></td>
<td>High standard in all three elements; justifies approach and chosen methods; designs and uses appropriate instruments; reflects on strengths and weaknesses of methods adopted.</td>
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<td><strong>B+</strong></td>
<td>Illustrates understanding of chosen methods and use of appropriate instruments; presents results effectively; critically analyses methods used.</td>
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<tr>
<td><strong>C+</strong></td>
<td>Discusses the approach, design and methods at a level sufficient for a pass at higher degree level; discusses and presents results effectively.</td>
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Course Descriptions

MEM 801 Organizational Learning and Development

This course aims to explore and promote deep appreciation about the concept of Organizational Learning and Organizational Development & Management within the Singapore education system. You will appreciate some of the functions of schools as organizations in relation to Organizational Learning. You will have the opportunity to understand the rationale of school initiatives and processes that will impact the work of school leaders, and teachers in order to achieve school effectiveness through the Organizational Learning framework.

At the same time, you will be made aware of the diverse and multiple roles that are played by school leaders and teachers in the education system. It is hoped that you will appreciate the challenges that school leaders and teachers face when engaging in curriculum and organizational developments and initiatives in schools, and be empowered to become innovative, effective practitioners.

You are encouraged to link the contents learnt in this course to what you have learnt in other courses at NIE. This course requires you to construct your own theory linking organisational learning and a number of selected themes of organisational development based on sound literature review and analysis. To do so, you are required to do your own research on the theories of organisational learning and organisational development.

MEM 802 Human Development and Learning Theories

Stages of human development and the ways people learn through these stages are examined using different learning theories. A psycho-social, cognitive, moral and ecological interdisciplinary approach is adopted in order to construct an effective learning environment. Implications for training and learning systems are explored, given both the exponential increase of knowledge and informational technology.

At the end of the course, candidates ought to be able to:

- Critically examine beliefs and assumptions of the nature of human development in modern societies;
- Explore psycho-social, cognitive and moral and ecological development in constructing an effective learning environment;
• Investigate the strengths and limitations in meeting the developmental needs of learners;
• Discuss how knowledge of human development and learning theories can help people reach their potential and become life-long learners;
• Explore and discuss significant variables affecting the learning process, such as locus of control, self-efficacy and learning approaches;
• Conduct case studies using information technology to simulate an effective learning environment.

The nature of human development: nature and nurture, differential growth rates, developmental stages and individual differences in terms of gender, language and social economic status; Cognitive and moral development: works by Piaget, Neo-Piagetians, Vygotsky, Kohlberg; Four approaches to learning: behaviorism, cognitivism, humanism and constructivism; Relationship among the variables of locus of control, self-efficacy and learning approaches; Implications for the learning environment, including the impact of informational technology today and in the future.

MEM 803  Assessment Quality and Standards

The course aims to introduce students to the development of high quality and constructive assessments. It focuses on the criteria and standards for ensuring valid and reliable outcome measures of performance and management.

At the end of the course, candidates ought to be able to:

• Analyze and reflect on various assessment methods;
• Manage and interpret assessment data for different purposes;
• Identify strengths and limitations of various performance indicators;
• Develop an assessment plan.

The course will discuss the function of assessment for setting standards and improving practice, the purposes of assessment to guide learning, enhance teaching, communicate to stakeholders, and conduct research; the foundation of assessment in teaching—instructional goals and objectives; the distinction between formative and summative assessment; the construction of various types of traditional and alternative assessment; analysis of item quality and test validity and reliability; analysis of test performance: measures of central tendency, dispersion, correlation; and development of an assessment plan.
MEM 804 Supervisory Leadership and Curriculum Design

The field of curriculum design and supervision is dynamic and ever-changing. For practitioners especially, it represents a challenging and creative endeavor. There are issues in supervisory leadership and curriculum design which when placed in the context of design; delivery and evaluation are contradictory, confusing, and paradoxical. Further, the discrepancies between the planned curriculum, the enacted curriculum and the experienced curriculum often create misunderstandings about the nature of the educational enterprise.

This course will engage you in a personal dialogue in which you will continuously weigh alternative approaches to curriculum design and supervision and the ongoing issues that these alternatives involve. The purpose of this course is therefore to provide you, the educational leader, with an opportunity to successfully interface curriculum, supervision theory and practice in educational institutions.

At the end of the courses, candidates ought to be able to:

- Develop an understanding of the importance of exercising inspired and proactive leadership in the design, delivery, and supervision of the educational curriculum;
- Become knowledgeable about the nature of curriculum design and its relationship to curriculum development and planning;
- Explore significant issues underlying curriculum decision-making, and integrate diverse theoretical perspectives to improve curriculum design and curriculum supervision practice;
- Develop strategies to enhance the learning environment, the motivation of employees in the workplace, staff morale and job satisfaction;
- Examine practical strategies for the implementation of change and innovation in an effort to improve the curriculum, and develop strategies for the evaluation of the curriculum.

Conceptualizing the field of supervisory leadership and curriculum design; Curriculum design and curriculum process; Tools for curriculum planning and design; Curriculum application and change; Curriculum issues for supervisory leadership; Creating a learning environment and a workplace as a centre of learning for employees; Employee development and renewal; Evaluation of learning programs.
MEM 807  Principalship and Teacher Performance

Principals have a major remit for maintaining and improving the quality of their schools. They are responsible for ensuring that the school’s basic requirements for competence are met and for helping the school and its professional workforce transcend competence by inspiring commitment, performance and educational excellence. The content covers the changing role of the principal, the key tasks of principalship and the educative leadership role of the principal in bringing about teacher learning and professional development.

At the end of the course, candidates ought to be able to:

- Understand the theoretical frames of principalship;
- Understand the five forces of school leadership
- Enhance your self-awareness of your own level of leadership behavior;
- Examine critically existing practices and policies in curriculum leadership;
- Work towards new structures for learning and changing the work culture of teachers, structures which foster instructional excellence.

The theoretical frame of principalship; The principal’s role: leadership practice; Leadership for teachers’ competence and excellence; Characteristics of successful schools; The forces of leadership: foundational forces; stretcher forces; Levels of leadership behavior: administrator; humanitarian; program manager; systematic problem solver; Principal effectiveness; Issues in teacher performance and professional development; Restructuring the school for teacher learning.

MEM 812  Finance and Resource Management

The course addresses macro and micro concepts relating to the provision and management of resources for educational purposes. The course considers why and how education is funded. It focuses on theoretical and practical aspects of developing and managing resources in an organization.

At the end of the course, candidates ought to be able to:

- Apply planning and budgeting principles to their professional context;
- Develop strategies for the management and control of organizational resources;
- Understand and apply basic financial and managerial accounting concepts to costing and purchasing issues.
Theory and practice of planning and budgeting; Financial decision making; Financial management, including costing and cost analysis, purchasing, and internal control; Accounting practice and financial reporting; Management of other resources.

**MEM823 Strategic Information Technology Integration in Schools**

Information technology (IT) is an increasingly important component in the education sector. Effective educational processes require teachers and school leaders to be competent with the use of technology in the curriculum as well as understand the policies and standards that shape technology integration in schools. This course is designed to help teachers and school leaders observe, plan, apply and integrate instructional technologies through the learning process and in the school curriculum. Attention will be given to the strategic use of IT to enhance both the academic performance of students and the professional development of teachers in schools.

At the end of the course, candidates ought to be able to:

- Recognize the applications of IT in teaching and learning
- Describe policies that have shaped IT integration in schools
- State and explain outcomes of research related to learning and teaching with technology
- Identify relevant IT-based pedagogies
- Use various Internet-based tools in teaching
- Identify issues related to IT use in teaching

**MEM828 Contemporary Issues in School Marketing**

The interest in marketing is growing as more organizations in the business sector, the nonprofit sector, and the global sector recognize how marketing contributes to improved performance in the competitive marketplace. The result is that organizational leaders are re-evaluating various marketing concepts and tools that focus on relationships, databases, communications and channels of distribution, as well as marketing outside and inside the organization.

At the end of the course, candidates ought to be able to:

- Familiar with the principles of marketing and the key components of an integrated marketing plan.
• Able to tailor marketing strategies to deal with important issues and future trends affecting educational leaders and practitioners.
• Equipped with cutting edge marketing knowledge, concepts and practical applications in solving school operational and strategic problems.
• Able to evaluate an integrated marketing strategy intended to achieve identified outcomes within a given marketing environment and budget.

This course explores the contemporary and emerging developments in marketing relevant to the field of education, and to introduce participants to the latest in ‘marketplace’ and ‘academic’ thinking. It is designed to allow participants to develop their marketing knowledge by drawing the subject matter from topics such as consumer behavior, international marketing, services marketing, social marketing, public sector marketing, and societal marketing. Topics include building the offering; understanding purchasing and networks; managing demand; understanding customers; service delivery; customer behavior and involvement; customer satisfaction; relationship recovery; marketing communications; segmenting, targeting and positioning; and ethical issues in marketing.

MEM829  Mentoring for Professional Development, Leadership Succession

This course offers educators working in schools and other organizational settings a solid foundation on a variety of issues pertaining to mentoring. In preparing participants for current research in the field, this course explores traditional and new approaches in workplace mentoring. It will benefit participants who are holding leadership positions or who aspire to become leaders. Leaders or aspiring leaders at various levels of the educational hierarchy are inevitably expected or required to mentor others. Beyond formal mentoring, informal mentoring in professional development and leadership succession permeates the education system. This course provides participants with a better understanding and prepares them for the creation of new knowledge in leadership mentoring.

The course aims to prepare candidates for the creation of new knowledge in mentoring. In the process of preparing candidates for current research in the field, there is exploration of traditional and new approaches in mentoring.

At the end of the course, candidates ought to be able to:

• Examine a variety of mentoring issues;
• Review past research on mentoring;
• Explore timely and relevant ideas and practices of mentoring;
Conduct a study on mentoring.

Traditional mentoring; New approaches in mentoring: promote originality and inspire creativity, co-mentoring, partnership mentoring, egalitarian mentoring; Gender in leadership and mentoring: gender paradigms, transformational theory in knowledge base inclusion; Succession planning: developing high potential human resources, building diversity, cultural aspects; Mentoring in the midst of change: ideas and ideals, vision, iceberg factors; Establishment of mentoring: selection and development, matching, resolving problems; Learning beyond mentoring: sources, networking for learning relationships, continuous workplace learning; Research on mentoring and system-wide impact.

MEM 831 Quantitative Research Methods

This course aims to cultivate rigorous mind sets and necessary inquiry skills for doing quantitative research in education and critically analysing educational issues. Participants will learn some fundamental concepts of research, such as variables and their relationships, research questions, hypothesis testing, sampling, effect size, statistical significance, reliability and validity. Students will also be exposed to different types of quantitative research design and learn how to evaluate the quality of a research study. In addition, this course will discuss some basic statistical methods, such as t test, ANOVA, correlation and regression, for analysing empirical data to answer research questions in different types of quantitative research design.

MEM 832 Qualitative Research Methods

This subject seeks to cultivate and nurture skills of observation and interviewing, which are essential for the holistic and contextual analysis of social and psychological processes in natural settings. The primary purpose is to facilitate the ability to carry out field action research in the style, form and discipline of anthropological, phenomenological and naturalistic inquiry.

In addition, the skills of analysis of qualitative data and the capability to prepare 'instruments' for testing 'generalizations' or confirming 'transferability' in small and contrasting settings are emphasized. The ultimate application of these skills is the enrichment of the knowledge base for those aspects of learning, teaching, leading and managing classrooms, schools and cyber space.
MEM 835  Globalization, Educational Change and Pedagogical Reform

This course is an introduction to cultural and economic globalization, its impacts on educational policy and practice, and related issues of school change, curriculum reform and new pedagogy. It provides candidates with a conceptual and analytic understanding of cultural and economic globalization, an understanding and engagement with practical educational issues and problems that face Singapore and other countries as a result of globalization. The course discusses curriculum and policy reform strategies that are seek to respond to current and emergent conditions.

MEM 837  Comparative Issues in Education

This course offers participants the chance to explore key educational issues from a macro and international perspective. It will arouse their awareness that critical issues and policy dilemmas facing education systems around the world are quite often similar. Examples include the role of education in development, financing and control of education, questions of equality and equity, education and political transition, the politics of curriculum policy making. The course will highlight the major developments and issues pertaining to a particular topic in comparative perspective, and then proceed to examine how the Singapore case can be better understood within the larger international context.

MEM 838  Ethics and Leadership in Education

Teaching has often been characterized as a noble profession, and perhaps rightly so. As such teaching would seem to entail an ethical or moral commitment. But it is not clear if the concept of leadership entails a similar ethical or moral commitment, even in the context of actual educational practice. Leadership may be seen as the intelligent or rational use of authority to manipulate human relations in order to deliver on key performance indices for the sake of personal gain. From this perspective, ethics does not feature at the core of leadership or it serves only as an instrument to achieve other, non-ethical objectives. In other words, the role that ethics plays in the actual practice of school leadership is an open question. On the other hand, even if ethics is not central to leadership, it often falls on the leader to address and resolve situations that are ethically sensitive. For this reason it would be in the interest of leaders to develop the ability to recognize and address ethical issues with a view to their resolution.

This course is offered as an invitation to actual or aspiring school leaders to clarify the relation between ethics and leadership in the context of educational
practice in the Singapore school system. As the course does not assume prior knowledge of the literature, it will devote considerable time covering basic concepts and theories through a critical survey of both historical and contemporary accounts of ethics and leadership.

**MEM 841 Contemporary Issues in Strategic Educational Management**

In this dynamic, global environment, managing people and systems effectively is a critical challenge in organizations. As a matter of fact, eighty percent of managers' time is spent in face-to-face interaction with people within the workplace. A manager's effectiveness is dependent upon what happens during this time in particular, how she or he organizes, motivates and directs people. This course is oriented towards helping participants appreciate the concepts and theories in organizational management and development, and explore skills necessary to act upon organizational challenges. The aim of this course is to examine ways in which organizational effectiveness and success can be sustained within the complexity of changing human and organizational systems.

Thus, this course is directed toward the attainment of three interdependent objectives: (1) to develop an appreciation of the rationale for effective management and development in complex organizations; (2) to understand how structure and system, managerial processes and human capital are interdependent and critical to successful organization operations; and (3) to develop a sensitivity to strategy implementation in contemporary organizations.

**MEM 843 Philosophy of Education**

The aim of this course is to provide candidates with the understanding of the role that philosophy plays in educational thought and practice. The course will begin with a critical survey of enduring classical teachings on the philosophy of education and will then proceed with the rigorous examination of major issues such as the question of social justice in education, the place of culture and values in the school curriculum, as well as the impact of science and technology on education and society.

At the end of the course candidates would gain an appreciation of the role that philosophy plays in helping to clarify the complexities and challenges of contemporary education.
This course aims to provide them with:

- Insight into the role that philosophy plays in understanding the complexities of contemporary education;
- An understanding of major philosophical thinkers and philosophies of education;
- The ability to identify and to evaluate critically underlying assumptions in contemporary educational thought and practices.

**MEM 844  Contemporary Issues in Organizational Management and Development in Schools**

The course is designed to help candidates develop an appreciation of the managerial initiatives of the participant’s school, and critically reflect on the key managerial functions of school leaders in managing the organizational processes and developing the staff. They will also learn to analyze the key success factors behind the participant’s school (based on theoretical frameworks, research, and organization-specific knowledge), as well as identify other internal and external factors that will enhance the development of the school systems towards education excellence.

More importantly, candidates will develop an understanding of the impact of managerial behaviors, practices and social interactions in organizations, including communication network, the composition and functions of teams, leadership styles, decision-making processes, job motivation and satisfaction, information technology and others.

**MEM 845  Leadership from Inside Out**

“A leader is a person who must take special responsibility for what’s going on inside him or herself, inside his or her consciousness, lest the act of leadership create more harm than good.” (Parker Palmer: Leading from Within) Indeed, it is crucial to know oneself, one’s motivation, one’s mental models and this comes about if one is willing to reflect and to listen.

This course will provide opportunities for participants to explore and reflect on their work as leaders. It aims to challenge leaders to examine themselves, for who we are determines what we do and what we do determines the results we produce. Leaders need to know how to balance who they are with what they do. The course will also examine some questions leaders grapple with? What does it mean to lead from within? What is the essence of leadership? Participants will be required to read extensively.
MEM846  Servant Leadership in the Civil Service Systems

The course examines the essence and practice of servant leadership. The main components include –

- the philosophical base;
- the personal characteristics;
- the spirit and principles;
- the behavioral patterns; and
- issues in applications.

The effectiveness of leaders relies much on the leaders’ understanding and embodying the spirit and principles of serving as servants in their leading practice. In the modern and developed civil service systems, leaders possess the commanding authority as they assume the positional power; and they can be demanding in requiring the staff to get the work done. While these are the major components in organizational leadership and closely related to the leaders’ personal characteristics and leading styles, the drive to serve and the willingness to be servants providing what staff members need in their work are also integral aspects in leadership effectiveness. Are the people, when becoming leaders (as “people of worth”), possessing more worthiness than before, or are they (as “supporters”) having more opportunities to serve others?

Different philosophical perspectives both in the west and in the Chinese classics are explored and discussed, to trace the origins of civil service, and to find the intrinsic values of “serving the people”.

The contents of this course are relevent for organizational leadership both in the public and private sectors.

MEM848  Theory and Practice of Teachers’ Professional Learning

Current education reforms point to fundamental shifts in classroom teaching and learning. This in turn requires teachers to learn in new ways that go beyond the conventional approaches to teacher learning. This course provides participants with opportunities to explore and critique the theory and practice of contemporary forms / models of teacher learning especially that of teacher learning communities, and in so doing, build their capacity to lead and manage professional development projects and programs in Singapore schools. Participants in this course will also have opportunities to reflect on and critique personal assumptions and beliefs, and theories that pertain to teachers’ professional development / learning.
By the end of the course, participants will be able to gain a competent understanding and appreciation to the following:

- Concepts and theories relating to professional development and learning.
- Forms of professional development and learning.
- Concepts and theories relating to professional learning communities.
- Processes of professional development and learning.
- Effects of professional development and learning.
- Context influencing the effects of professional development and learning.
- Measuring the effectiveness of professional development and learning.

**MEM 849 Educational Policy Analysis**

The course is designed to equip participants with rudimentary skills in appreciating the myriad issues related to educational policy analysis with the objective of informing and improving educational practice. Participants would be introduced to the mechanics of the creation of policy enabling them to critically explore policy formulation. Participants would be made familiar with the implementation of policy allowing them to critically investigate policy practice. Participants would also be acquainted with policy outputs and outcomes initiating them to a systematic examination of the effects of policy.

By the end of this course, participants will be able to:

- Understand and appreciate the linkages between educational policy, process and practice within the various contexts of schooling.
- Gain a working knowledge of the parameters of policy formulation, policy implementation and policy effects: achieved through an analysis of policy processes.
- Identify the interfaces between policy formulation, implementation and effects and their implications to educational practice. This is accomplished by undertaking rudimentary exercises on policy analysis focused on selected past, ongoing and future educational policies.

**MEM850 Interdisciplinary Thinking for Educational Leaders**

The major trends of the 21st century indicate that although the sequential, literal, functional, textual, logical and analytical thinking skills that enabled us to excel in the 20th century are still going to be important and necessary in the 21st century, they are no longer sufficient if our aim is to be a global leader in
our chosen fields of specialisation. The key concerns, events and developments of the last 10 years have shown very clearly that we also need to interpret and understand things in inventive, simultaneous, metaphorical, aesthetic, contextual, empathic and synthetic ways if we want to continue to experience growth and success in the 21st century.

This course is designed to introduce to candidates the key concepts of interdisciplinary thinking for them to be innovative and effective educational leaders. The focus is on the various forms of thinking such as creative design thinking and critical reasoning that cut across traditional disciplinary boundaries. By exploring, reflecting on and synthesizing ideas and perspectives in the fields of educational leadership, teaching and learning, participants are given the opportunities to relate what they are learning in this course to real-world issues and challenges in their professional contexts. The topics to be covered include Interdisciplinary thinking, Critical thinking, Moral reasoning, Critical reflection, Creative thinking, Design thinking and Problem solving.

MEM851 Key Issues in Education Policy

Key Issues in Education Policy is a course aiming at exploring different issues relevant to education policy (EP). This course does not take the conventional approach that follows the different sociological theories and their implications on EP. However, this course applies a topic/theme-oriented approach to explore education policy with a specific focus on local practices and international comparison.

Various themes like the role of state, marketization, social equity, multiculturalism and official knowledge will be explored in conjunction with the discussion of EP in local as well as global context. These themes are chosen in accordance with the Singaporean education context. By mapping out a global picture of EP, the issues of policy borrowing will also be part of the course. Each of these themes will be accompanied by a correspondingly substantial case study.

The objectives of this course are to:
- Explore various thematic factors that have influences on EP and education policy-making;
- Investigate the issues that EP attempts to solve in contemporary world;
- Equip the learners with sufficient understanding of these factors that could be used to analyze EP in both local and global context;
- Have knowledge of policy-borrowing in East Asia.
MEM854  **Historical and Philosophical Foundations of Contemporary Theories in Educational Policy**

Research on Educational Leadership and Management today requires some familiarity with methodological and theoretical debates in the social sciences. Students need to be aware of the background to the dominance of the positivist paradigm in educational research and the role that neoliberal ideology plays in shaping the norms and values informing governmental, professional as well as academic thought and practice in education. This course will show how the Western intellectual movement known as the Enlightenment has shaped the modern intellectual context within which contemporary theories are articulated and debated.

This course will give students a better understanding of why scientific and commercial thinking play such important roles in education. An understanding of how theories evolved to address educational challenges and issues will enable students to have a better appreciation of current debates such as the marketization of education as a global phenomenon. Rather than resolving these issues and problems, the course aims to expose students to the competing theoretical perspectives that continue to inform the analyses of issues and ideas in the literature on educational management and leadership.

The objectives of this course are to:

- Give graduate students relevant background to the history and development of theories informing contemporary educational thought and practices;
- Foster appreciation for the role that social theories play in formulation and critiques of policies and practices;
- Develop interpretive and analytical skills of graduate students through engagement with primary theoretical and philosophical texts.

MEM855  **School Leadership for Family and Community Engagement in Singapore**

As Singapore transitions into a new stage of its development in the second decade of the 21st C, it is becoming clear that the work of educating the next generation cannot be managed by schools alone. The family and wider community need to be actively engaged in supporting our young people so that all students gain the values, skills and competencies that are necessary for their future success. Definitions of family and community engagement are shifting, driven by changes in the expectations of workplace skills and what is required to keep Singapore an active player in the global marketplace. Earlier
notions and approaches taken by schools may be necessary but are no longer sufficient, highlighting a possible need for change in the visions and actions of school leaders.

This course will explore current school practices in the Singapore context, examine best practices of stakeholder engagement in the local and international systems, and investigate the development of useful ‘new’ approaches school leaders can take to promote the well-being of children and youth, especially those at-risk of falling through the Singapore educational net. The course will require participants to exercise basic research skills in discovering for themselves the centrality of leadership in prioritizing school-stakeholder collaboration to mitigate the risk of school failure.

The objectives of this course are to:

- Examine current school practices in the Singapore context, as well as best practices of stakeholder engagement in the local and international school systems;
- Employ an integrated case study approach to discover the diversity of factors that may influence school leaders to promote better family and community engagement with schools;
- Propose useful ‘new’ approaches to helping school leadership teams transform, or sustain, their practices to better support the well-being of children and youth, especially those at-risk of falling.

For an electronic version, please visit PLS Website address: http://www.nie.edu.sg/policy-and-leadership-studies/programmes/master-arts-educational-management