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## **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.

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## Contents

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	Page
<b>General Information</b>	
Introduction	2
Applications	6
Examinations, Assessment of Coursework & Practicum	8
<b>Academic Structure of Programme</b>	
Structure of PGDE Programme	17
<b>PGDE Programme Specialising in Primary School Teaching</b>	
Curriculum Structure	24
Contents of Courses	30
• Education Studies	30
• Curriculum Studies	33
• Subject Knowledge	56
• Practicum	58
• Language Enhancement and Academic Discourse Skills	59

	Page
<b>PGDE Programme Specialising in Teaching of Physical Education at Primary Level</b>	
Curriculum Structure	64
Contents of Core Courses and Prescribed Electives	66
• Education Studies	66
• Language Enhancement and Academic Discourse Skills	66
• Curriculum Studies	67
• Academic Subject	75
• Practicum	78
<b>PGDE Programme Specialising in Secondary School Teaching</b>	
Curriculum Structure	81
Contents of Core Courses and Prescribed Electives	85
• Education Studies	85
• Curriculum Studies	88
• Practicum	131
• Language Enhancement and Academic Discourse Skills	132

## **PGDE Programme Specialising in Junior College Teaching**

Curriculum Structure	137
Contents of Core Courses and Prescribed Electives	139
• Education Studies	139
• Language Enhancement and Academic Discourse Skills	139
• Curriculum Studies	140
• Knowledge Skills	150
• Practicum	151

## **PGDE Programme Specialising in Teaching of Physical Education at Secondary Level**

Curriculum Structure	153
Contents of Core Courses and Prescribed Electives	155
• Education Studies	155
• Language Enhancement and Academic Discourse Skills	155
• Curriculum Studies	156
• Academic Subject	166
• Practicum	169

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**

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## INTRODUCTION

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The National Institute of Education offers a postgraduate teacher preparation programme leading to the award of the Postgraduate Diploma in Education (PGDE) of the Nanyang Technological University. The programme provides for specialisation in primary school, secondary school, and junior college teaching. The Physical Education (PE) specialisation is taught in a two-year full-time programme. The other specialisations are taught in one-year full-time programmes.

This PGDE programme is administered by the Office of Teacher Education which is committed to developing educational professionals to be leaders in the service of learners.

### Aims of PGDE Programme

The programme aims to prepare teachers who are **well-informed, competent, and thinking professionals**. These 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.

The PGDE programme is designed to prepare student teachers to:

- (a) have the knowledge and skills to teach in primary schools, secondary schools or junior colleges;
- (b) be aware of and sensitive to the needs, abilities, interests and aptitudes of students in schools;
- (c) be able to teach students of different abilities, interests and backgrounds effectively and creatively;

- (d) be committed to the nurturing and development of the students in their charge; and
- (e) be committed to self-initiated and sustained professional development.

### **Duration of Programme**

The PGDE programme is of one academic year's duration (an academic year consists of two semesters). It leads to the award of the Postgraduate Diploma in Education, with specialisations in primary education, secondary education, junior college education. Student teachers in the PGDE programme are further sub-divided into two categories: "General" and "Language Specialisation". For the PGDE (Primary) programme, there are two additional categories: "Art Specialisation" and "Music Specialisation".

The PGDE (PE) programme is of two academic years' duration. It leads to the award of the Postgraduate Diploma in Education with specialisation in Physical Education at the Primary or Secondary level.

## **The Academic Unit System**

The Institute adopts the Academic Unit System. 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 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 2011-2012

Programme	Dates of Orientation (O+) Teaching Weeks (TW) / Recess (R) / Vacation (V)	Dates of Revision / Examination	Dates of Practicum
PGDE (Pri/Sec/JC) (Jul 2011 Intake)	<b>Semester 1</b> O : 26 Jul 2011 – 29 Jul 2011 TW: 01 Aug 2011 – 02 Dec 2011 V : 03 Dec 2011 – 08 Jan 2012  <b>Semester 2</b> TW: 09 Jan 2012 – 08 Jun 2012 R : 10 Mar 2012 – 18 Mar 2012	-  28 May – 08 Jun 2012 (Compulsory Enrichment Programme)	Nil  20 Feb 2012 – 04 May 2012* (10 weeks of Teaching Practice)
PGDE (PE) Year 1	<b>Semester 1</b> O : 26 Jul 2011 – 29 Jul 2011 TW: 01 Aug 2011 – 02 Dec 2011 V : 03 Dec 2011 – 08 Jan 2012  <b>Semester 2</b> TW: 09 Jan 2012 – 04 May 2012 R : 25 Feb 2012 – 04 Mar 2012 V : 05 May 2012 – 05 Aug 2012**	12 Nov 2011 – 02 Dec 2011  14 Apr 2012 – 04 May 2012	Nil  25 Jun 2012 – 27 Jul 2012 (5 weeks of Teaching Practice 1 during the vacation before Year 2)
PGDE (PE) Year 2	<b>Semester 1</b> TW: 01 Aug 2011 – 02 Dec 2011 V : 03 Dec 2011 – 08 Jan 2012  <b>Semester 2</b> TW: 09 Jan 2012 – 08 Jun 2012 R : 10 Mar 2012 – 18 Mar 2012	12 Nov 2011 – 02 Dec 2011  28 May – 08 Jun 2012 (Compulsory Enrichment Programme)	Nil  20 Feb 2012 – 04 May 2012* (10 weeks of Teaching Practice 2)
PGDE (S) (Jan 2011 Intake)	O : 04 Jan 2011 – 07 Jan 2011 S1: 10 Jan 2011 – 27 May 2011 V : 28 May 2011 – 26 Jun 2011  S2: 27 Jun 2011 – 25 Nov 2011 R : 03 Sep 2011 – 11 Sep 2011	-  - 21 Nov 2011 – 25 Nov 2011 (Compulsory Enrichment Programme)	Nil  27 Jun 2011 – 02 Sep 2011 (10 weeks of Teaching Practice)
PGDE (S) (Jan 2012 Intake)	<b>Semester 1</b> O : 03 Jan 2012 – 06 Jan 2012 TW: 09 Jan 2012 – 25 May 2012 V : 26 May 2012 – 24 Jun 2012  <b>Semester 2</b> TW: 25 Jun 2012 – 23 Nov 2012 R : 01 Sep 2012 – 09 Sep 2012	-  19 Nov 2012 – 23 Nov 2012 (Compulsory Enrichment Programme)	Nil  25 Jun 2012 – 31 Aug 2012 (10 weeks of Teaching Practice)
PGDELT	<b>Semester 1</b> O : 28 Jul 2011 – 05 Aug 2011 TW: 08 Aug 2011 – 02 Dec 2011 R : 24 Sep 2011 – 02 Oct 2011 V : 03 Dec 2011 – 08 Jan 2012  <b>Semester 2</b> TW: 09 Jan 2012 – 04 May 2012 R : 25 Feb 2012 – 04 Mar 2012	12 Nov 2011 – 02 Dec 2011  -	Nil  Nil

\* 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

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## APPLICATIONS

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### **Application through the Ministry of Education**

Candidates can apply for entry into the Postgraduate Diploma in Education programme through the Ministry of Education, Singapore. Successful applicants will be provided sponsorship by the Ministry and will have to abide by Ministry's terms and conditions. Application for admission must be made online through the Ministry of Education website at <http://www.moe.gov.sg/careers/teach/>

### **Direct Application to NIE**

Candidates can apply for entry into the Postgraduate Diploma in Education Programme 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)

### **Application Closing Date**

The programme commences in August. Although applications are accepted throughout the year, it is advisable to submit applications early to be considered for admission.

### **Entry Requirements for the PGDE Programme**

To be considered for admission, applicants should have at least a degree from the Nanyang Technological University, the National University of Singapore or other universities whose degrees are acceptable to the education service of Singapore.

Other special requirements include the following:

- GCE 'O' Level passes in English, Mathematics and any Science Subject for teaching general subjects at primary school level;

- an interest and ability in Physical Education and sports as well as pass a Physical Proficiency Test to teach Physical Education;
- a five-minute audition for applicants shortlisted to teach Music at secondary school level. The audition will include at least one of the following: performance of prepared pieces on first and/or second instruments; sight reading on first instrument; sight singing; harmonising a simple melody on piano; or improvising a simple piece.
- an art-focused interview for applicants shortlisted to teach Art at secondary school level.

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.**

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## **EXAMINATIONS, ASSESSMENT OF COURSEWORK & PRACTICUM**

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Different modes of assessment have been built into the coursework. These include tests/practical tests, assignments, project work, progress ratings and examinations. Examinations will be held at the end of each semester. There are 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. They 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 Postgraduate Diploma in Education. 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 retake 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 Postgraduate diploma classification will be based on the CGPA student teachers obtain throughout their programme of study as well as performance in Practicum. Credits earned in other approved institutions will be excluded from CGPA computation. Under normal circumstances, no candidate will be permitted to take more than two years or, in the case of a candidate specialising in Physical Education, more than three years, to complete the programme of study and pass the examination for the Postgraduate Diploma in Education.

## Grade Point Average (GPA) System

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

- Grade and grade points are assigned as follows:

<b>Letter-Grade</b>	<b>Grade Point</b>	<b>Academic Unit (AU)</b>
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	-	Leave of absence granted
TC	-	Transfer Credit
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 for PGDE 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 Practicum. A student teacher who fails at the first attempt for Practicum but subsequently passes it is only eligible for the Pass Award for PGDE regardless of the grade obtained for repeat Practicum and the CGPA obtained.

## Classification of Student Teachers

Student teachers specialising in the Teaching of Physical Education are classified as Year 1 and Year 2 student teachers according to the number of academic units earned as shown below:

<b>Programme</b>	<b>Number of Academic Units Earned</b>	
	<b>Year 1</b>	<b>Year 2</b>
PGDE (PE)	0 – 26	27 and above

## **Group Endeavours in Service Learning (GESL) Project**

Group Endeavours in Service Learning (GESL) is a service-learning community engagement project which all student teachers will complete. Student teachers work in groups of about 20 on a service-learning project they craft together with a partner organization or organizations. Service and learning objectives are determined before the group starts on their project. Each group has a staff facilitator who mentors and guides the group, and eventually assesses the group on their project. GESL seeks to empower student teachers with the skills of conducting service-learning projects while getting in touch with the community around us. It is hoped that through the experience of conducting a service-learning project, each student teacher would have developed social-emotional learning competencies and practiced, among other things, project management skills, teamwork, needs analysis, decision-making, empathy, and learnt more about the community around us.

## **English Language Content Enhancement (ELCE)**

All student teachers in the PGDE (General, Primary) programme taking English Language as their Curriculum Studies (CS) (with effect from the July 2010 Intake) as well as student teachers taking English Language as their CS in the PGDE Secondary programme are required by the Ministry of Education to complete a series of three English Language Content Enhancement courses. Student teachers in the PGDE Junior College programme who read English Language will be required to take the first two ELCE courses but will be exempted from the third.

Spread over the PGDE programme as well as their first year of teaching, the ELCE courses are designed to benefit student teachers in two ways: to equip them with the content knowledge for teaching English confidently, and to enable them to understand the processes involved in developing, as well as enacting, an English Language curriculum.

## **Using e-Portfolio for Learning and Teaching**

The Learning and Teaching e-portfolio serves as a tool for PGDE (Primary and Junior College) student teachers to track their growth and experiences as teachers and to chart their developmental journeys. PGDE (Primary and Junior College) student teachers will use the e-portfolio to explore, extend, and reflect on their personal learning. PGDE (Primary and Junior College) student teachers will benefit in acquiring the necessary skills for the use of the e-portfolio, and understanding the ways in which the e-portfolio can assist them in becoming more reflective in their learning, in the establishment of the theory-practice link and in the attainment of the necessary values, skills and knowledge as effective and skilful teachers.

## **The Meranti Project**

The Meranti Project is an MOE-funded personal and professional development programme specially tailored for student teachers. With the aid of informal dialogue with both veteran teachers and school students, it gives student teachers the opportunity to listen to firsthand experiences of teachers and the perspectives of student learners. Through experiential learning pedagogies, the programme helps student teachers experience the core competencies of social emotional learning, to share their personal aspirations with their peers and to express their opinions in an open and creative environment. At the end of the programme, student teachers will have a better grasp of the innovative approaches to National Education and be better equipped when they begin their teaching journey upon graduation.

## **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, such as the National Education programme and the Induction Seminar. These activities form an integral part of the programme.

## **Plagiarism and Copyright**

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 your programme of study. Student teachers should not plagiarise or pass off as one's 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.

## **ACADEMIC STRUCTURE OF PROGRAMME**

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## STRUCTURE OF PGDE PROGRAMME

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### **Core Courses & Prescribed Electives**

The main areas of study for the PGDE programme 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 subject. They add to the depth and/or breadth of knowledge and skills to be acquired by student teachers.

Each course is assigned **academic units (AUs)**. Minimum AU requirements for completing the PGDE programme are shown in Table 1 below:

**Table 1 : A Summary of the Academic Unit Requirements for the PGDE Programme**

Programme	Specialisation Section	Year of Study	Core Courses, Prescribed Electives & Practicum	Total
PGDE	<b>Primary</b>			
	Teaching General Subjects at Primary Level	1	44	44
	Teaching of CL/ML/TL at Primary Level	1	40	40
	Teaching of Art At Primary Level	1	40	40
	Teaching of Music At Primary Level	1	40	40
	Teaching of Physical Education at Primary Level	1 2	35 31	66
	<b>Secondary</b>			
	Teaching General Subjects at Secondary Level	1	38 <sup>+</sup>	38 <sup>+</sup>
	Teaching of CL/ML/TL at Secondary Level	1	40	40
	Teaching of Physical Education at Secondary Level	1 2	35 32	67
	<b>Junior College</b>			
	Teaching General Subject at Junior College Level	1	38/41 <sup>^</sup>	38/41 <sup>^</sup>

+ Student teachers taking Malay Language or Tamil Language as their second teaching subject will require an additional 2 AUs to complete the PGDE programme.

<sup>^</sup> Student teachers taking Economics as their teaching subject will require an additional 3 AUs to complete the PGDE programme.

## **Contents of Programme**

The Postgraduate Diploma in Education programme comprises four main components of study:

- (a) Education Studies
- (b) Curriculum Studies
- (c) Practicum
- (d) Language Enhancement and Academic Discourse Skills (LEADS)

Student teachers in the PGDE (Physical Education, Primary) and PGDE (Physical Education, Secondary) programmes are required to offer a fifth component of Academic Subject.

Student teachers in the PGDE (General, Junior College) programme are required to offer a fifth component of Knowledge Skills.

### **Education Studies**

Student teachers will learn the key concepts and principles of education that are necessary for effective teaching and reflective practice in schools. They will also have the opportunity for in-depth study of some significant aspects of education.

### **Curriculum Studies**

Student teachers will specialise in the methodology for teaching at either the primary school level, secondary school level or junior college level. These are designed to give student teachers the pedagogical skills in teaching specific subjects in Singapore schools.

## PGDE (Primary)

Student teachers will offer three Curriculum Studies areas.

The following are PGDE (General, Primary) Curriculum Studies subjects:

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

Those specialising in **Teaching Chinese, Malay or Tamil Language at the Primary level** have the following Curriculum Studies subjects:

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

Those specialising in **Teaching of Art or Music at the Primary level** have only Art or Music as a Curriculum Studies subject.

PGDE (Primary) Physical Education student teachers who are specialising in **Teaching of Physical Education** will take Curriculum Studies in Physical Education as their CS1 throughout two-year programme. In Year 2, they will offer another Curriculum Studies subject as their CS2.

## PGDE (Secondary)

PGDE (Secondary) student teachers will specialise in the methodology for teaching two subjects at secondary school level.

Those specialising in **Teaching Chinese, Malay or Tamil Language at the Secondary level** will offer the following Curriculum Studies subjects:

- CS1: The Teaching of Chinese/Malay/Tamil Language
- CS2: The Teaching of Chinese/Malay/Tamil Literature

PGDE (Secondary) Physical Education student teachers who are specialising in **Teaching of Physical Education** will take Curriculum Studies in Physical Education as their CS1 throughout two-year programme. In Year 2, they will offer another Curriculum Studies subject as their CS2.

## PGDE (Junior College)

PGDE (Junior College) student teachers will specialise in the methodology for teaching one subject at Junior College level and one subject at secondary school level. The Junior College teaching subject must be aligned to the Secondary teaching subject, with the exception of Economics.

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

This component is aimed at helping student teachers improve their use of oral and written language in teaching.

### **Academic Subject**

Student teachers who specialise in the Teaching of Physical Education will be required to read one Academic Subject which will be Physical Education.

### **Subject Knowledge**

Student teachers in the Teaching of Art, Primary Level are required to read subject knowledge courses aligned to the Art Curriculum Studies areas. These courses help to strengthen and reinforce the subject knowledge of student teachers for primary school teaching.

### **Knowledge Skills**

Student teachers in the PGDE (General, Junior College) programme are required to read a Knowledge Skills course that helps to develop the attitudes, knowledge and skills expected of Junior College teachers.

**PGDE PROGRAMME  
TEACHING AT PRIMARY LEVEL**

## CURRICULUM STRUCTURE

The curriculum structures for various strands of the PGDE (Primary) programme are shown in Tables 2 and 3 below:

**Table 2: Curriculum Structure of the PGDE (General, Primary) Programme**

Category/ Subject	Course Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	QED504	The Social Context of Teaching and Learning	2
	QED506	Teaching and Managing Learners at the Primary Level	2
	QED507	ICT for Meaningful Learning	2
	QED508	Educational Psychology: Theories and Applications for Learning and Teaching	2
<b>CURRICULUM STUDIES</b>			
Select 3 Curriculum Studies areas			
English Language *	QCE501	Teaching Reading and Writing	6
	QCE502	Teaching Oral Communication	2
Mathematics	QCM501	Teaching and Learning of Primary Mathematics I	6
	QCM502	Teaching and Learning of Primary Mathematics II	2
Science	QCS501	Curriculum and Pedagogy for Primary Science	3
	QCS502	Assessment Modes and Resource Management in Primary Science	3
	QCS503	Innovations in Design and Practices for Primary Science	2
Social Studies	QCL501	Teaching Social Studies in the Primary Classroom I	4
	QCL502	Teaching Social Studies in the Primary Classroom II	2
	QCL503	Managing Diversity in the Social Studies Classroom	2
<b>PRACTICUM</b>			
	QPR500	Teaching Practice	10
<b>LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS</b>			
	QLK501	Communication Skills for Teachers	2

Note: In addition to the core courses and the required number of prescribed electives, student teachers are required to undertake a compulsory Group Endeavours in Service Learning (GESL) project – QGS501 and Using e-Portfolio for Learning and Teaching – QFL501. Description on GESL projects is available in page 13 and the description on QFL501 is available in page 14 .

\* Student teachers assigned English Language as their Curriculum Studies (CS) are required to undertake English Language Content Enhancement (ELCE) courses. Description of ELCE is available in page 13.

**Table 3: Curriculum Structure of the PGDE  
(Chinese/Malay/Tamil, Primary) Programme**

Category/ Subject	Course Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	QED504	The Social Context of Teaching and Learning	2
	QED506	Teaching and Managing Learners at the Primary Level	2
	QED507	ICT for Meaningful Learning	2
	QED508	Educational Psychology: Theories and Applications for Learning and Teaching	2
<b>CURRICULUM STUDIES (Select either Chinese, Malay or Tamil)</b>			
<b>Chinese</b>			
Chinese Language	QCC501	Teaching of Chinese Language 1	4
	QCC502	Teaching of Chinese Language 2	1
	QCC503	Teaching of Chinese Language 3	5
	QCC504	Teaching of Chinese Language 4	2
Moral Education (Chinese)	QCZ501	Teaching of Civics and Moral Education 1 (Chinese)	3
	QCZ502	Teaching of Civics and Moral Education 2 (Chinese)	3
<b>Malay</b>			
Malay Language	QCD501	Teaching of Malay Language (Pri) 1	3
	QCD502	Teaching of Malay Language (Pri) 2	3
	QCD503	Teaching of Malay Language (Pri) 3	3
	QCD504	Teaching of Malay Language (Pri) 4	3
Moral Education (Malay)	QCZ503	Teaching of Civics and Moral Education 1 (Malay)	3
	QCZ504	Teaching of Civics and Moral Education 2 (Malay)	3
<b>Tamil</b>			
Tamil Language	QCT501	Teaching of Tamil Language I	4
	QCT502	Teaching of Tamil Language II	2
	QCT503	Teaching of Tamil Language III	3
	QCT504	Teaching of Tamil Language IV	3
Moral Education (Tamil)	QCZ505	Teaching of Civics and Moral Education I (Tamil)	3
	QCZ506	Teaching of Civics and Moral Education II (Tamil)	3
<b>PRACTICUM</b>			
	QPR500	Teaching Practice	10

Cont'd

Category/ Subject	Course Code	Title	No. of AUs
<b>LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS</b>			
	QLK501	Communication Skills for Teachers	2
Select the same language as in Curriculum Studies	QLC501	Use of Chinese in Teaching	2
	QLM501	Use of Malay in Teaching I	1
	QLM502	Use of Malay in Teaching II	1
	QLT501	Use of Tamil in Teaching I	1
	QLT502	Use of Tamil in Teaching II	1

Note: In addition to the core courses and the required number of prescribed electives, student teachers are required to undertake a compulsory Group Endeavours in Service Learning (GESL) project – QGS501 and Using e-Portfolio for Learning and Teaching – QFL501. Description on GESL projects is available in page 13 and the description on QFL501 is available in page 14 .

**Table 4: Curriculum Structure of the PGDE (Art, Primary) Programme**

Category/ Subject	Course Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	QED504	The Social Context of Teaching and Learning	2
	QED506	Teaching and Managing Learners at the Primary Level	2
	QED507	ICT for Meaningful Learning	2
	QED508	Educational Psychology: Theories and Applications for Learning and Teaching	2
<b>CURRICULUM STUDIES</b>			
	QCA506	Artistic Development of Children and Adolescents	3
	QCA507	Methods and Materials: Appropriating Artistic Techniques and Material Usage within the Primary School	2
	QCA508	Concepts and Practices in Art Education	2
	QCA509	Curriculum Development and Assessment	3
	QCA510	Visual Arts Education in Museums and Galleries	2
<b>SUBJECT KNOWLEDGE</b>			
	QSA501	Two Dimensional Exploration	2
	QSA502	Three Dimensional Exploration	2
	QSA503	New Media Exploration	2
	QSA504	Visual Literacy	2
<b>PRACTICUM</b>			
	QPR500	Teaching Practice	10
<b>LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS</b>			
	QLK501	Communication Skills for Teachers	2

Note: In addition to the core courses and the required number of prescribed electives, student teachers are required to undertake a compulsory Group Endeavours in Service Learning (GESL) project – QGS501 and Using e-Portfolio for Learning and Teaching – QFL501. Description on GESL projects is available in page 13 and the description on QFL501 is available in page 14.

**Table 5: Curriculum Structure of the PGDE (Music, Primary), Primary Programme**

Category/ Subject	Course Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	QED504	The Social Context of Teaching and Learning	2
	QED506	Teaching and Managing Learners at the Primary Level	2
	QED507	ICT for Meaningful Learning	2
	QED508	Educational Psychology: Theories and Applications for Learning and Teaching	2
<b>CURRICULUM STUDIES</b>			
	QCI504	Skills 1 Music Theory for a Multi-Cultural Music Curriculum	3
	QCI505	Skills 2 Playing and Conducting	3
	QCI506	Skills 3 ICT and Music Education	3
	QCI507	Curriculum I – Theory and Practice of Music Education I	3
	QCI508	Curriculum II – Theory and Practice of Music Education II	3
	QCI509	Repertoire Studies I	3
	QCI510	Repertoire Studies II	2
<b>PRACTICUM</b>			
	QPR500	Teaching Practice	10
<b>LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS</b>			
	QLK501	Communication Skills for Teachers	2

Note: In addition to the core courses and the required number of prescribed electives, student teachers are required to undertake a compulsory Group Endeavours in Service Learning (GESL) project – QGS501 and Using e-Portfolio for Learning and Teaching – QFL501. Description on GESL projects is available in page 13 and the description on QFL501 is available in page 14 ..

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## CONTENTS OF COURSES

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### EDUCATION STUDIES

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QED504	The Social Context of Teaching and Learning	Core	2	-
QED506	Teaching and Managing Learners at the Primary Level	Core	2	-
QED507	ICT for Meaningful Learning	Core	2	-
QED508	Educational Psychology: Theories and Applications for Learning and Teaching	Core	2	-

#### **QED504 The Social Context of Teaching and Learning**

This course will introduce student teachers to the Singapore education system. Student teachers will learn how the school system functions to socialize citizens for economic, political, and social roles in the context of a multi-ethnic and multicultural society. They will also have the opportunity to study the rationale of major education policies and to appreciate the impact that such policies have on school leaders, teachers, students and other stakeholders. At the same time, they will be made aware of the diverse and multiple roles that are played by teachers in the education system.

## **QED506 Teaching and Managing Learners at the Primary Level**

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

This course aims to equip student teachers with relevant knowledge and skills in relation to creating productive and supportive learning environments, and managing learning and behavior in the classroom. 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 pedagogy/philosophy for classroom management.

## **QED507 ICT for Meaningful Learning**

This course prepares student teachers to engage learners in meaningful learning with the use of ICT. Student teachers will learn how to analyse the affordances of ICT for promoting dimensions of meaningful learning, i.e. learning by doing, engaging students' prior knowledge, using real world contexts, collaborative learning and self-directed learning. Student teachers will also analyse critical issues related to designing technology-enabled lessons, such as integration of appropriate instructional strategies and cyberwellness issues. Student teachers will be assessed for their skills and knowledge in designing meaningful ICT-enabled teaching and learning activities.

## **QED508 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, how students' intellectual, social, emotional, personal and moral development occurs, as well as the role of assessment in teaching and learning.

## CURRICULUM STUDIES

### The Teaching of Art [For PGDE (Art, Primary)]

Course Code	Course Title	Course Category	No of AUs	Pre-requisite
QCA506	Artistic Development of Children and Adolescents	Core	3	-
QCA507	Methods and Materials: Appropriating Artistic Techniques and Material Usage within the Primary School	Core	2	-
QCA508	Concepts and Practices in Art Education	Core	2	-
QCA509	Curriculum Development and Assessment	Core	3	-
QCA510	Visual Arts Education in Museums and Galleries	Core	2	-

#### QCA506 Artistic Development of Children and Adolescents

This course will consist of introductions to classical and contemporary theories of children and adolescents' development in the visual arts. This course will help student teachers understand the various theoretical frameworks and how these underpin particular approaches to pedagogy and classroom practice. Student teachers will be aware of the values and philosophies that underpin the art curriculum in schools and will also learn how to design art experiences that will promote and encourage intellectual and emotional development. Student teachers will also gain an in-depth understanding of the centrality of meaningful art engagements to the development of the whole child – specifically in the areas of artistic, aesthetic maturation, and creative growth.

### **QCA507 Methods and Materials: Appropriating Artistic Techniques and Material Usage within the Primary School Context**

This course is designed to amalgamate studio and artistic practices of student teachers with pedagogical approaches. In this course, student teachers will learn to translate studio techniques and material usage to suit the primary teaching setting and will design lesson packages that are developmentally and pedagogically appropriate. Student teachers will learn about theories surrounding concept-based pedagogy and design lessons that incorporate multiple visual art forms (ie. 2D, 3D, New Media). In addition, student teachers will also have the opportunity to sample best practices in the field as well as pilot their own lessons design and pedagogical approaches.

### **QCA508 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 in art education will be discussed. The course will also examine how government policies and initiatives in the arts influence the teaching of art in local schools.

### **QCA509 Curriculum Development and Assessment**

Student teachers will be introduced to the various theories on curriculum and evaluation in art education. Student teachers will be exposed to various curriculum models and evaluative

instruments (prescriptive and naturalistic) currently in practice locally as well as internationally. In addition, student teachers will also learn how to work across subject disciplines and integrate the visual art curriculum meaningfully and insightfully. In essence, student teachers will develop competencies in designing art curriculum and programmes for primary schools while at the same time, be critical in examining and reflecting upon the various models and theories that they are adopting.

### **QCA510 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.

## The Teaching of Chinese Language

Course Code	Course Title	Course Category	No of AUs	Pre-requisite
QCC501	Teaching of Chinese Language 1	Core	4	-
QCC502	Teaching of Chinese Language 2	Core	1	-
QCC503	Teaching of Chinese Language 3	Core	5	-
QCC504	Teaching of Chinese Language 4	Core	2	-

### QCC501 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.

### QCC502 Teaching of Chinese Language 2

This course focuses on the teaching of the written forms of words.

### QCC503 Teaching of Chinese Language 3

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.

## **QCC504 Teaching of Chinese Language 4**

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)

Course Code	Course Title	Course Category	No of AUs	Pre-requisite
QCZ501	Teaching of Civics and Moral Education 1 (Chinese)	Core	3	-
QCZ502	Teaching of Civics and Moral Education 2 (Chinese)	Core	3	-

### **QCZ501 Teaching of Civics and Moral Education 1 (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.

### **QCZ502 Teaching of Civics and Moral Education 2 (Chinese)**

The course deals with IT resources and children's literature as well as their use in the teaching of civics and moral education, in arousing pupils' interest and stimulating thinking.

## The Teaching of English Language

Course Code	Course Title	Course Category	No of AUs	Pre-requisite
QCE501	Teaching Reading and Writing	Core	6	-
QCE502	Teaching Oral Communication	Core	2	-

Note: Student teachers offering the Teaching of English Language are required to undertake English Language Content Enhancement (ELCE) courses. Description of ELCE is available in Page 13.

### QCE501 Teaching Reading and Writing

This course will equip student teachers with the knowledge of processes and strategies in the teaching of reading and writing at the primary level. Student teachers will acquire knowledge of how language is learned at home and in school, and how oracy, reading and writing can be integrated and taught in the lower and upper primary classroom. Student teachers will become familiar with the learning outcomes of the Primary English Syllabus, methods of monitoring, evaluating and diagnosing pupils' language skills. They will learn how to use children's literature as a significant resource for teaching reading and writing.

### QCE502 Teaching Oral Communication

This course will focus on processes and strategies for teaching oral communication skills in English. Student teachers will learn strategies and appropriate activities to help develop speakers and listeners in the primary classroom. They will become familiar with the learning outcomes for teaching oral communication skills in the Primary English syllabus.

## The Teaching of Malay Language

Course Code	Course Title	Course Category	No of AUs	Pre-requisite
QCD501	Teaching of Malay Language (Primary) 1	Core	3	-
QCD502	Teaching of Malay Language (Primary) 2	Core	3	-
QCD503	Teaching of Malay Language (Primary) 3	Core	3	-
QCD504	Teaching of Malay Language (Primary) 4	Core	3	-

### **QCD501 Teaching of Malay Language (Primary) 1**

The theoretical and practical understanding of the Malay Language curriculum in primary schools. Theories and approaches in language learning. Various language teaching and learning methods and techniques. The process of vocabulary acquisition and development, including teaching of Malay proverbs. The use of IT-based materials in the teaching of Malay language.

### **QCD502 Teaching of Malay Language (Primary) 2**

Reading process, the concept of reading “readiness” and the development of reading skills. Methods and strategies in the teaching of reading and reading comprehension including the use of big books and electronic ‘shared’ books in Malay. Reading activities and programmes at the primary level. Course topics include selected techniques for teaching listening, speaking skill.

### **QCD503 Teaching of Malay Language (Primary) 3**

The role and functions of literature in children's development and language education. Exploring and appreciation of Children's literature and other literary materials and sources for development of four language skills. The general principles, methods and techniques in teaching literature.

### **QCD504 Teaching of Malay Language (Primary) 4**

Understanding of the writing process, the various types of writing, the levels of writing skills and the teaching of evaluation of writing skills. Teaching and learning of Malay grammar at primary level. Basic concepts of testing, the construction and administration of tests, developing language tests and alternative assessments in Malay.

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

Course Code	Course Title	Course Category	No of AUs	Pre-requisite
QCZ503	Teaching of Civics and Moral Education 1 (Malay)	Core	3	-
QCZ504	Teaching of Civics and Moral Education 2 (Malay)	Core	3	-

### QCZ503 Teaching of Civics and Moral Education 1 (Malay)

An introduction to the study of moral education. The aims of moral education and various approaches to the teaching of moral education such as the cultural transmission approach, consideration approach, cognitive developmental approach, values clarification approach and others. An overview of the primary school Moral Education programme. The aims and objectives, the approaches, techniques, strategies and preparation of teaching plans for the teaching of Moral Education.

### QCZ504 Teaching of Civics and Moral Education 2 (Malay)

The concepts, core values in Moral Education and the shared values across different cultures, ethnics and religions in the context of Singapore as a plural society. Hands-on experience and the preparation of specific lessons. The use of IT in the teaching of Moral Education.

## The Teaching of Mathematics

Course Code	Course Title	Course Category	No of AUs	Pre-requisite
QCM501	The Teaching and Learning of Primary Mathematics I	Core	6	-
QCM502	The Teaching and Learning of Primary Mathematics II	Core	2	-

### **QCM501 The 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 Problem Solving and Investigations; Mathematical Communication; Teaching of Whole Numbers, Fractions, Decimals, Percentages, Ratio and Direct Proportion, Rate and Speed, Geometry, Money and Measures, Mensuration, Graphical Representation and Statistics, Algebra. [ICT, use of calculators and common pupils' errors will be dealt with in the teaching of various topics.]

### **QCM502 The Teaching and Learning of Primary Mathematics II**

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 Music [For PGDE (Music, Primary)]

Course Code	Course Title	Course Category	No of AUs	Pre-requisite
QCI504	Skills 1 Music Theory for a Multi-Cultural Music Curriculum	Core	3	-
QCI505	Skills 2 Playing and Conducting	Core	3	-
QCI506	Skills 3 ICT and Music Education	Core	3	-
QCI507	Curriculum I – Theory and Practice of Music Education I	Core	3	-
QCI508	Curriculum II – Theory and Practice of Music Education II	Core	3	-
QCI509	Repertoire Studies I	Core	3	-
QCI510	Repertoire Studies II	Core	2	-

### **QCI504 Skills 1 - 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.

## **QCI505 Skills 2 - Playing and Conducting**

This course is closely linked to QCI504 with a greater emphasis and focus on the development of practical instrumental and conducting skills useful to the classroom teacher. Teachers will be given an introduction to each of the instruments and will choose to develop skills in TWO of the following areas:

- singing
- recorder
- guitar
- keyboard
- classroom percussion
- conducting

## **QCI506 Skills 3 - ICT and Music Education**

An introduction to ICT learning for the music classroom. Internet resources including Web-based resources like Web 2.0/3.0, You Tube, etc. Software resources for teachers and pupils for the classroom. Introduction to popular music software used in schools including Acid-Pro, Cakewalk, Cubase, Sequel, Garage Band Finale, Sibelius. Integrating ICT into the General Music Classroom.

## **QCI507 Curriculum I – Theory and Practice of Music Education I**

This course involves:

- Learning to listen with emphasis on rationales, advocacy and essential basic theory of music teaching and learning – including the educational theories of Dalcroze, Orff, Kodaly, Gordon and Swanwick
- Developing basic music skills in the young child

- Rationale, theory and praxis of composing and improvising in the classroom. Selection of repertoire for music lessons – including world music in education and the music of popular culture
- Singing in the primary classroom – rationale, theory and practice
- Integrating world music into the General Music Classroom

## **QCI508 Curriculum II – Theory and Practice of Music Education II**

This course involves:

- The General Music Programme Syllabus in Singapore schools
- Musical opportunities and current educational initiatives (World music, music of popular cultures, creativity, ICT)
- Music as part of a general arts education
- Sourcing resources and appropriate materials for classroom use
- Planning and assessment in music education
- The role of the CCA – links with classroom music
- The wider musical world – music opportunities beyond the school: concert visits, private lessons, community music activities, visiting artists, practical musical activities in school outside the classroom, school musicals, broadening horizons among other possibilities.

## **QCI509 Repertoire Studies I**

This course offers teachers an introduction to the music 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 music 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.

- World Music – with greater emphasis on local and regional music cultures
- Popular Music

## **QCI510 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.

- Euro-American Art Musics
- Music for film and theatre

## The Teaching of Science

Course Code	Course Title	Course Category	No of AUs	Pre-requisite
QCS501	Curriculum and Pedagogy for Primary Science	Core	3	-
QCS502	Assessment Modes and Resource Management in Primary Science	Core	3	-
QCS503	Innovations in Design and Practices for Primary Science	Core	2	-

### **QCS501 Curriculum and Pedagogy for Primary Science**

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

### **QCS502 Assessment Modes and Resource Management in Primary Science**

The course examines the underlying concepts and rationales in primary science assessment. 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 ICT, learning aids and other resources for effective primary science teaching and learning.

## **QCS503 Innovations in Design and Practices for Primary Science**

This course will introduce student teachers to innovative ways of teaching and learning science both within and outside the classroom through collaborative activities. Student teachers will also have the opportunity to be involved in designing investigative problem-solving projects and enrichment programmes. Learners will also critically review and reflect on their teaching experiences with respect to curriculum planning, instruction and assessment during practicum.

## The Teaching of Social Studies

Course Code	Course Title	Course Category	No of AUs	Pre-requisite
QCL501	Teaching Social Studies in the Primary Classroom I	Core	4	-
QCL502	Teaching Social Studies in the Primary Classroom II	Core	2	-
QCL503	Managing Diversity in the Social Studies Classroom	Core	2	-

### **QCL501 Teaching Social Studies in the Primary Classroom I**

This course aims to develop within 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 classroom-based teaching strategies that are relevant to the Singapore Primary Social Studies syllabus. The historical, geographical and economic concepts and skills in the syllabus will be examined and effective teaching strategies for Social Studies will be explored.

### **QCL502 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 use of inquiry and other pupil-centred strategies. The principles and practice of organizing and conducting fieldwork will also be covered.

**QCL503 Managing Diversity in the Social Studies Classroom**

This course aims to provide student teachers with the knowledge and skills to use an inter-disciplinary approach to teaching Social Studies. The course will also provide them with the knowledge and skills to cater to diversity in the classroom.

## The Teaching of Tamil Language

Course Code	Course Title	Course Category	No of AUs	Pre-requisite
QCT501	Teaching of Tamil Language I	Core	4	-
QCT502	Teaching of Tamil Language II	Core	2	-
QCT503	Teaching of Tamil Language III	Core	3	-
QCT504	Teaching of Tamil Language IV	Core	3	-

### QCT501 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. Preparation of the student teacher to teach listening and speaking skills at the primary level. The importance of listening and speaking skills in language teaching, various approaches to the teaching of acceptable pronunciation, stress and intonation and the use of the language laboratory to teach pronunciation and listening. The importance of Standard Spoken Tamil and Tamil word processing.

### QCT502 Teaching of Tamil Language II

The teaching of Tamil alphabet, methods of teaching vocabulary and various practices. Teaching of spelling, dictation, comprehension and composition. The role of IT in teaching alphabet, vocabulary, spelling, dictation, comprehension and composition. The teaching of Tamil poetry and proverbs at the primary level. Emphasis on moral and cultural values through teaching poetry and proverbs through anecdotes and stories.

### **QCT503 Teaching of Tamil Language III**

The teaching of Tamil functional grammar at the primary school level. The place of functional grammar in the study of the second language, error analysis, development of grammatical and communicative competency.

### **QCT504 Teaching of Tamil Language IV**

Basic concepts of testing, the construction and administration of tests, item analysis and developing language tests in Tamil. Testing of four languages skills and further remedial exercises for developing the student teachers' language skills.

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

Course Code	Course Title	Course Category	No of AUs	Pre-requisite
QCZ505	Teaching of Civics and Moral Education I (Tamil)	Core	3	-
QCZ506	Teaching of Civics and Moral Education II (Tamil)	Core	3	-

### QCZ505 Teaching of Civics and Moral Education I (Tamil)

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.

## **QCZ506 Teaching of Civics and Moral Education II (Tamil)**

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 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 [For PGDE (Art, Primary)]

Course Code	Course Title	Course Category	No of AUs	Pre-requisite
QSA501	Two Dimensional Exploration	Core	2	-
QSA502	Three Dimensional Exploration	Core	2	-
QSA503	New Media Exploration	Core	2	-
QSA504	Visual Literacy	Core	2	-

### QSA501 Two Dimensional Exploration

This course is an introduction to the techniques and technologies involved in Drawing and Painting from both observational and expressive perspectives. Student teachers will have an opportunity to learn about the tools used as well as develop process skills like responsiveness, comparison and reflection, that are involved in art making. This course will reinforce student teachers' existing knowledge and is designed to give them well rounded competencies in the two dimensional media.

### QSA502 Three Dimensional Exploration

This course will provide primary student teachers with the opportunities to work in an extended, in-depth manner with aspects of three-dimensional studies. Student teachers will be able to learn a range of three-dimensional processes and techniques, including time-based and site-based installation works.

### QSA503 New Media Exploration

This course introduces students to foundational aspects of working with New Media technologies. It will equip student teachers with fundamental and technical knowledge of and skills in digital camera

handling. The course will also inculcate in student teachers the abilities to explore digital still-image making, digital videography and stop-motion animation photography, with emphasis on process skills such as narrative and sequencing that are important in new media studies.

## **QSA504 Visual Literacy**

Visual images are ubiquitous in our society. They come in different forms, such as art, architecture, technical illustration, computer graphics and digital photographs. They perform different functions, from offering the viewer an aesthetic experience to providing entertainment, as well as communicating information. 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. The course will also explore how knowledge of Visual Literacy can contribute to the teaching of art in the primary school classroom.

## PRACTICUM

Course Code	Course Title	Course Category	No of AUs	Pre-requisite
QPR500	Teaching Practice	Core	10	-

The Practicum is a very important component of the PGDE programme. Its principal function is to provide student teachers with the opportunity to develop teaching competencies in a variety of instructional contexts and at different levels, under the guidance and supervision of cooperating teachers and university lecturers. They will learn from experienced cooperating teachers about the schooling process and prepare themselves for their roles and responsibilities in teaching.

During the Practicum, student teachers will be able to use the knowledge and skills acquired in the subjects they read at the university, and have opportunities to integrate theory and practice in schools.

### **QPR500 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 evaluation 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

### Communication Skills for Teachers

Course Code	Course Title	Course Category	No of AUs	Pre-requisite
QLK501	Communication Skills for Teachers	Core	2	-

### QLK501 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 and online resources 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.

## **Use of Chinese in Teaching**

<b>Course Code</b>	<b>Course Title</b>	<b>Course Category</b>	<b>No of AUs</b>	<b>Pre-requisite</b>
QLC501	Use of Chinese in Teaching	Core	2	-

### **QLC501 Use of Chinese in Teaching**

This course aims to equip student teachers with the essential knowledge and communication skills on the use of Chinese in teaching.

## Use of Malay in Teaching

Course Code	Course Title	Course Category	No of AUs	Pre-requisite
QLM501	Use of Malay in Teaching I	Core	1	-
QLM502	Use of Malay in Teaching II	Core	1	-

### QLM501 Use of Malay in Teaching I

The development of communicative proficiency in the use of Malay in primary schools. Accuracy and mastery in pronunciation, including the new pronunciation system (Sebutan Baku) and communication skills inside and outside the classroom. Reading aloud, spontaneous dialogue, giving instructions, questioning techniques, explaining concepts, lecturing and debating skills.

### QLM502 Use of Malay in Teaching II

Greater exposure and practice for student teachers to develop their proficiency and confidence as Malay Language teachers in the primary school. Essay and letter writing, report writing, academic and creative writing. Literacy in Jawi will be included.

## Use of Tamil in Teaching

Course Code	Course Title	Course Category	No of AUs	Pre-requisite
QLT501	Use of Tamil in Teaching I	Core	1	-
QLT502	Use of Tamil in Teaching II	Core	1	-

### QLT501 Use of Tamil in Teaching I

Development of oral proficiency and use of Standard Spoken Tamil in the classroom and school environment. 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.

### QLT502 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 schools. Using IT to teach written skills.

**PGDE PROGRAMME  
TEACHING PHYSICAL EDUCATION  
AT PRIMARY LEVEL**

**Table 6: Curriculum Structure of the PGDE (Physical Education, Primary) Programme  
Year 1**

Category/ Subject	Course Code	Title	No. of Aus
<b>EDUCATION STUDIES</b>			
	QED504	The Social Context of Teaching and Learning	2
	QED506	Teaching and Managing Learners at the Primary Level	2
	QED507	ICT for Meaningful Learning	2
	QED508	Educational Psychology: Theories and Applications for Learning and Teaching	2
<b>CURRICULUM STUDIES</b>			
Physical Education	QPC501	Principles of Games	2
	QPC502	Instructional Methods in Physical Education	2
	QPC503	Outdoor Residential Camp	1
<b>CURRICULUM STUDIES (Select 1)</b>			
Physical Education	QPC580	Basketball	2
	QPC581	Rugby	
<b>CURRICULUM STUDIES (Select 1)</b>			
Physical Education	QPC582	Badminton	2
	QPC583	Volleyball	
<b>CURRICULUM STUDIES (Select 1)</b>			
Physical Education	QPC584	Dance	2
	QPC585	Curriculum Gymnastics	
<b>ACADEMIC SUBJECTS</b>			
Physical Education	QPA501	Growth and Motor Development	2
	QPA502	Anatomical and Biomechanical Foundations of Physical Activity	3
	QPA503	Physiology of Exercise	2
	QPA504	Introduction to Physical Education and Sport	2
<b>PRACTICUM</b>			
	QPR502	Teaching Practice 1	5
<b>LEADS</b>			
	QLK501	Communication Skills for Teachers	2

**Note:** In addition to the core courses and required number of prescribed electives, student teachers are required to undertake a compulsory Group Endeavours in Service Learning (GESL) project – QGS501 and using e-Portfolio for Learning and Teaching – QFL501. Description on GESL projects is available in page 13 and the description on QFL501 is available in page 14 .

## Year 2

Category/ Subject	Course Code	Title	No. of AUs
<b>CURRICULUM STUDIES</b>			
Physical Education	QPC601	Instructional Strategies in Teaching of Physical Education	3
	QPC602	Fitness and Conditioning	1
<b>CURRICULUM STUDIES (Select 1)</b>			
Physical Education	QPC680	Soccer	2
	QPC681	Netball	
	QPC682	Hockey	
<b>CURRICULUM STUDIES (Select 1)</b>			
Physical Education	QPC683	Softball	2
	QPC684	Tennis	
<b>CURRICULUM STUDIES (Select 1)</b>			
Physical Education	QPC685	Track & Field	2
	QPC686	Swimming	
<b>CURRICULUM STUDIES (Select one Curriculum Studies Subject)</b>			
English Language *	QCE501	Teaching Reading and Writing	6
	QCE502	Teaching Oral Communication	2
Mathematics	QCM501	Teaching and Learning of Primary Mathematics I	6
	QCM502	Teaching and Learning of Primary Mathematics II	2
<b>ACADEMIC SUBJECTS</b>			
Physical Education	QPA601	Foundations of Psychology and Motor Learning in Physical Activity	3
<b>PRACTICUM</b>			
	QPR602	Teaching Practice 2	10

\* Student teachers assigned English Language as their Curriculum Studies (CS) are required to undertake English Language Content Enhancement (ELCE) courses. Description of ELCE is available in page 13.

## **CONTENTS OF CORE COURSES AND PRESCRIBED ELECTIVES**

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### **EDUCATION STUDIES**

The courses for QED504-508 are described in Education Studies section under PGDE Programme, Teaching at Primary Level.

### **CURRICULUM STUDIES**

#### **The Teaching of ....**

Descriptions of courses for Curriculum Studies subjects are available in Curriculum Studies section under PGDE Programme, Teaching at Primary Level.

### **LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS**

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

Description of course is available in Language Enhancement and Academic Discourse Skills section under PGDE Programme, Teaching at Primary Level.

## CURRICULUM STUDIES

### The Teaching of Physical Education

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	QPC501	Principles of Games	Core	2	-
	QPC502	Instructional Methods in Physical Education	Core	2	-
	QPC503	Outdoor Residential Camp	Core	1	-
	QPC580	Basketball	Prescribed	2	See @
	QPC581	Rugby	Prescribed	2	See @
	QPC582	Badminton	Prescribed	2	See @
	QPC583	Volleyball	Prescribed	2	See @
	QPC584	Dance	Prescribed	2	See @
	QPC585	Curriculum Gymnastics	Prescribed	2	See @
2	QPC601	Instructional Strategies in Teaching of Physical Education	Core	3	-
	QPC602	Fitness and Conditioning	Core	1	-
	QPC680	Soccer	Prescribed	2	See @
	QPC681	Netball	Prescribed	2	See @
	QPC682	Hockey	Prescribed	2	See @
	QPC683	Softball	Prescribed	2	See @
	QPC684	Tennis	Prescribed	2	See @
	QPC685	Track and Field	Prescribed	2	See @
	QPC686	Swimming	Prescribed	2	See @

@: 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.

## Year 1

### **QPC501 Principles of Games**

This course is designed to introduce student teachers to the concepts, theories and principles underpinning games. The course will provide student teachers with a deeper understanding of the nature of games and will allow them to be more creative whilst adopting a more analytical approach to the study of specific games in the physical education programme.

### **QPC502 Instructional Methods in Physical Education**

Foundation skills of planning, teaching and evaluating physical education for schools: content selection; organisation; instructional methods; task, time and student management systems; observation of student performance; feedback provision. Course format will include lectures, discussions, practical experiences, group work, and microteaching.

### **QPC503 Outdoor Residential Camp**

This course provides student teachers with the essential knowledge, skills and experience in outdoor education that will allow them to conduct similar outdoor education activities in schools. The course employs the experiential learning approach to prepare student teachers in areas such as programme planning, logistics management, risk assessment and safety management, expedition planning, execution of activities, facilitation skills, and programme evaluation. Ample emphasis is given to making outdoor education a positive learning experience.

## **QPC580 Basketball**

A variety of practical applications including: 1) individual on-ball and off-ball skill development, 2) team/game situations and 3) delivery of a basketball class using action-station and team-teaching methods are used to improve skills and knowledge in basketball. Student teachers will be able to assimilate that knowledge (apply it into the Physical Education pedagogy context) in a fun learning-oriented environment.

## **QPC581 Rugby**

The form of Sport Education incorporating Games Concept Approach, Inquiry Based Learning, Hellison's Levels of Responsibility, Situated Learning, Problem Solving and Decision Making, Independent and Self Paced Learning will be explored. Instructional characteristics will include: Festive atmosphere, Record keeping/accountability/statistical analysis/match reports, Consistent team with draft, Formal scheduled competition, Sport Education Roles, Modified Games. It is intended to combine Sport Education and Games Concept Approach as both programs provide a focus of student centeredness, and the development of games play through the early immersion of students into modified games situations. The focus is not on traditional development of sports skills rather on wider learning outcomes.

## **QPC582 Badminton**

Badminton is a game that volleys a shuttlecock across a net with rackets. In this course, student teachers will be introduced to a variety of methods in which beginners could acquire the basic volleying skills in badminton (such as the net shots, drop shots and drives). The aim of this course is to enable student teachers to improve their volleying skills in badminton so that they are equipped with adequate badminton skills and learning strategies to enable them to teach badminton in school. The student teachers will also learn the basic rules of the game so that they will be able to umpire games in the competitions.

## **QPC583 Volleyball**

This course is designed to equip teachers-to-be with the necessary basic skills and teaching points in order to teach volleyball in schools in Singapore. Special attention will be paid to acquiring the basic skills in volleyball i.e. forearm pass (dig), the face pass (volley), the serve (underarm and overhand), the spike and the block. Emphasis is placed on small-group activity and how to organize and conduct small-group activity in the school situation. Ample practice, reinforced with sound teaching points, is given to the use of the basic skill/skills in small-group game situations. Information about the latest rules of the game and referee hand signals will also be incorporated into the course.

## **QPC584 Dance**

Teaching methods and resource for the planning and instruction of folk and line dances in the primary school curriculum. Student teachers will learn dances from different cultures reflecting a variety of styles and techniques. In addition, student teachers are introduced to the methods of leading creative dance experiences for children. The teaching methods used enable the design of lessons appropriate for a wide range of ages, interests and developmental stages. 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.

## **QPC585 Curriculum Gymnastics**

This course will introduce the curriculum gymnastics to participants by means of thematic movement concepts based largely on floor activities and incorporating small and large apparatus. The aims of curriculum gymnastics will be espoused. The basic vocabulary of movement will be enhanced with emphasis on the cognitive and affective development through the appropriate use of pedagogical styles. Basic floor, kipping and vaulting skills will be taught with a focus on a mechanical understanding of the techniques involved as well as developing appropriate progression and competent spotting. It is hoped that participants will complete the course with a heightened level of confidence and personal conviction in teaching gymnastics in a safe and fun way.

## Year 2

### **QPC601 Instructional Strategies in Teaching of Physical Education**

This course, second in a series, builds on foundation pedagogical knowledge and skills appropriate for school students. It develops competence in a variety of teaching methods 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.

### **QPC602 Fitness and Conditioning**

This course is designed to help student teachers understand the theoretical and practical considerations regarding physical fitness and its development.

### **QPC680 Soccer**

This course is designed to impart basic soccer skills and knowledge to student teachers to be for the purpose of teaching children in a school setting. The emphasis of the course is on providing ample opportunities to play the game as well as to gain better knowledge on how to teach students.

### **QPC681 Netball**

The objective of this course is to learn the game of netball from the perspective of a player, teacher and coach. The course will teach the basic skills of footwork, ball skills, goal shooting, and attacking/defending, as well as the application of these skills in game play.

### **QPC682 Hockey**

The game of Hockey, while inherently exciting, is usually poorly taught in schools and is consequently labelled a “dangerous” game. The course aims to provide Physical Education teachers with the necessary skills and knowledge to present the game in a safe yet enjoyable manner to their students.

### **QPC683 Softball**

This course is designed to impart basic softball skills and knowledge to student teachers for the purpose of teaching children in a school setting. The emphasis of the course is on providing ample opportunities to play the game as well as to learn how to demonstrate basic skills.

### **QPC684 Tennis**

This course is designed to assist student teachers develop their basic tennis skills to a level of efficiency which will enable them to introduce and teach the games to beginners in schools.

### **QPC685 Track and Field**

This course is designed to equip student teachers with the necessary knowledge and skills to teach selected Track and Field Events.

## **QPC686 Swimming**

This course aims to develop introductory teaching skills and stroke competencies in swimming. Student teachers will learn how to teach swimming to beginners by employing basic learn-to-swim and lead-up activities. Student teachers will be expected to practise, acquire and, finally, demonstrate correct and efficient technique in at least three out of the four swimming strokes (frontcrawl, breaststroke, backstroke and butterfly). Other related skills of swimming such as floating, diving, and water games will also be introduced. Safety in and around swimming pools (and other aquatic environments) will be emphasized in this course. This course is primarily activity-based and hence, participation is required. Student teachers will be required to be in proper swimming attire for each lesson.

## ACADEMIC SUBJECTS

### Physical Education

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	QPA501	Growth and Motor Development	Core	2	-
	QPA502	Anatomical and Biomechanical Foundations of Physical Activity	Core	3	-
	QPA503	Physiology of Exercise	Core	2	-
	QPA504	Introduction to Physical Education & Sport	Core	2	-
2	QPA601	Foundations of Psychology & Motor Learning in Physical Activity	Core	3	Growth and Motor Development

#### QPA501 Growth and Motor Development

This course is a study of physical growth and motor development, with particular emphasis on the growing years. Attention will be focused on factors that impact physical growth and motor development, age-related changes and individual and gender differences in development, especially during puberty. Implications for the teaching of physical education will also be discussed.

#### QPA502 Anatomical and Biomechanical Foundations of Physical Activity

Structural anatomy deals with the knowledge and an understanding of the skeleton, joints and muscle structure that produces movement. The lever systems that effects movement will be discussed in this course. 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. The aim of this course is to expose student teachers to qualitative analysis of sports using basic concepts of mechanics and anatomy.

### **QPA503 Physiology of Exercise**

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.

### **QPA504 Introduction to Physical Education & Sport**

This course emphasises 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 the structure of the Singapore Sports Council, National Sport Associations, Singapore Schools Sports Council and the Co-Curricular Activities Branch 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.

### **QPA601 Foundations of Psychology & Motor Learning in Physical Activity**

This course examines the foundations of sport and exercise psychology and the concepts and principles associated with skill acquisition. Specifically, the course will focus on topics and issues related to the

social psychological variables that influence participation in physical activity and sport, the sport and exercise environments within which participants operate, as well as selected outcomes of such participation

## PRACTICUM

Course Code	Course Title	Course Category	No of AUs	Pre-requisite
QPR502	Teaching Practice 1	Core	5	-
QPR602	Teaching Practice 2	Core	10	TP1

The Practicum is a very important component of the PGDE programme. Its principal function is to provide student teachers with the opportunity to develop teaching competencies in a variety of instructional contexts and at different levels, under the guidance and supervision of cooperating teachers and university lecturers. They will learn from experienced cooperating teachers about the schooling process and prepare themselves for their roles and responsibilities in teaching.

During the Practicum, student teachers will be able to use the knowledge and skills acquired in the subjects they read at the university, and have opportunities to integrate theory and practice in schools.

The Practicum will comprise a 5-week Teaching Practice 1 (TP 1), conducted at the end of year 1, and a 10-week Teaching Practice 2 (TP 2), conducted in the second year of study.

### **QPR502 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.

## **QPR602 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 evaluation 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.

**PGDE PROGRAMME  
TEACHING AT SECONDARY LEVEL**

## CURRICULUM STRUCTURE

The curriculum structures for various specialisations of the PGDE (Secondary) programme are shown in Tables 7, 8, 9 and 11 below:

**Table 7: Curriculum Structure of the PGDE (General, Secondary) Programme**

Category/ Subject	Course Code	Title	No. of Aus
<b>EDUCATION STUDIES</b>			
	QED523	The Social Context of Teaching and Learning	2
	QED526	Teaching and Managing Learners at the Secondary/ Junior College Level	2
	QED527	ICT for Meaningful Learning	2
	QED528	Educational Psychology: Theories and Applications for Learning and Teaching	2
<b>CURRICULUM STUDIES (Any two as assigned)</b>			
	QCK	The Teaching of Accounting	9
	QCA	The Teaching of Art	9
	QCB	The Teaching of Biology	9
	QCY	The Teaching of Chemistry	9
	QCQ	The Teaching of Computer Applications	9
	QCN	The Teaching of Design and Technology	9
	QBS	The Teaching of Elements of Business Skills	9
	QCE*	The Teaching of English Language	9
	QCR	The Teaching of English Literature	9
	QCG	The Teaching of Geography	9
	QCH	The Teaching of History	9
	QCX	The Teaching of Home Economics	9
	QCD	The Teaching of Malay Language	9
	QCM	The Teaching of Lower Secondary Mathematics	9
	QCM	The Teaching of Mathematics	9
	QCI	The Teaching of Music	9
	QCP	The Teaching of Physics	9
	QCL	The Teaching of Social Studies	9
	QCT	The Teaching of Tamil Language	9

<b>PRACTICUM</b>			
	QPR520	Teaching Practice	10
<b>LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS</b>			
	QLK520	Communication Skills for Teachers	2
Use of Malay in Teaching	QLM522 <sup>+</sup>	Use of Malay in Teaching	1
	QLM523 <sup>+</sup>	Language etiquettes: Proverbs and Language Refinement in the Teaching of Malay Language	1
Use of Tamil in Teaching	QLT520 <sup>++</sup>	Use of Tamil in Teaching 1	1
	QLT521 <sup>++</sup>	Use of Tamil in Teaching 2	1

**Note:** In addition to the core courses and required number of prescribed electives, student teachers are required to undertake a compulsory Group Endeavours in Service Learning (GESL) project – QGS511. Description on GESL projects is available in page 13.

- \* Student teachers assigned English Language as their Curriculum Studies (CS) are required to undertake English Language Content Enhancement (ELCE) courses. Description of ELCE is available in page 13.
- + Student teachers offering the Teaching of Malay Language as their second CS subjects must take QLM522 and QLM523 in addition to QLK520. Details of Use of Malay in Teaching are available in page 134.
- ++ Student teachers offering the Teaching of Tamil Language as their second CS subjects must take QLT520 and QLT521 in addition to QLK520. Details of Use of Tamil in Teaching are available in page 135.

**Table 8: Curriculum Structure of the PGDE (Chinese, Secondary) Programme**

Category/ Subject	Course Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	QED523	The Social Context of Teaching and Learning	2
	QED526	Teaching and Managing Learners at the Secondary/ Junior College Level	2
	QED527	ICT for Meaningful Learning	2
	QED528	Educational Psychology: Theories and Applications for Learning and Teaching	2
<b>CURRICULUM STUDIES</b>			
Chinese Language	QCC520	Teaching of Chinese Language 1	3
	QCC521	Teaching of Chinese Language 2	5
	QCC522	Teaching of Chinese Language 3	2
<b>CURRICULUM STUDIES</b>			
Chinese Literature	QCJ520	Teaching of Chinese Literature 1	2
	QCJ521	Teaching of Chinese Literature 2	4
	QCJ522	Teaching of Chinese Literature 3: IT and Project Work	2
<b>PRACTICUM</b>			
	QPR520	Teaching Practice	10
<b>LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS</b>			
	QLK520	Communication Skills for Teachers	2
Use of Chinese In Teaching	QLC520	Use of Chinese in Teaching	2

Note: In addition to the core courses and required number of prescribed electives, student teachers are required to undertake a compulsory Group Endeavours in Service Learning (GESL) project – QGS511. Description on GESL projects is available in page 13.

**Table 9: Curriculum Structure of the PGDE (Malay/Tamil, Secondary) Programme**

Category/ Subject	Course Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	QED523	The Social Context of Teaching and Learning	2
	QED526	Teaching and Managing Learners at the Secondary/ Junior College Level	2
	QED527	ICT for Meaningful Learning	2
	QED528	Educational Psychology: Theories and Applications for Learning and Teaching	2
<b>CURRICULUM STUDIES (Select either Malay or Tamil Language)</b>			
Malay Language	QCD522	Malay Language Curriculum: Approaches and Skills in the Teaching and Learning of Malay Language	4
	QCD523	The Teaching and Learning of Malay Language Grammar	2
	QCD524	Assessments in the Teaching and Learning of Malay Language	3
Tamil Language	QCT520	The Teaching of Tamil Language I	5
	QCT521	The Teaching of Tamil Language II	4
<b>CURRICULUM STUDIES (Select the same language as in first Curriculum Studies)</b>			
Malay Literature	QCJ527	Sociocultural Context of Literacy	2
	QCJ528	The Teaching of Malay Modern Literature	4
	QCJ529	The Teaching of Traditional Malay Literature	3
Tamil Literature	QCJ525	The Teaching of Tamil Literature I	5
	QCJ526	The Teaching of Tamil Literature II	4
<b>PRACTICUM</b>			
	QPR520	Teaching Practice	10
<b>LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS</b>			
	QLK520	Communication Skills for Teachers	2
Use of Malay in Teaching	QLM522	Use of Malay in Teaching	1
	QLM523	Language etiquettes: Proverbs and Language Refinement in the Teaching of Malay Language	1
Use of Tamil in Teaching	QLT520	Use of Tamil in Teaching 1	1
	QLT521	Use of Tamil in Teaching 2	1

**Note:** In addition to the core courses and required number of prescribed electives, student teachers are required to undertake a compulsory Group Endeavours in Service Learning (GESL) project – QGS511. Description on GESL projects is available in page 13.

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## CONTENTS OF CORE COURSES AND PRESCRIBED ELECTIVES

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### EDUCATION STUDIES

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QED523	The Social Context of Teaching and Learning	Core	2	-
QED526	Teaching and Managing Learners at the Secondary/ Junior College Level	Core	2	-
QED527	ICT for Meaningful Learning	Core	2	-
QED528	Educational Psychology: Theories and Applications for Learning and Teaching	Core	2	-

#### **QED523 The Social Context of Teaching and Learning**

This course provides student teachers with an introduction to the Singapore education system that they will be working in. They will need to know the functions of the school 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.

## **QED526 Teaching and Managing Learners at the Secondary/ Junior College Level**

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

This course aims to equip student teachers with relevant knowledge and skills in relation to creating productive and supportive learning environments, and managing learning and behavior in the classroom. 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 pedagogy/philosophy for classroom management.

## **QED527 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 ICT for promoting dimensions of meaningful learning, i.e. learning by doing, engaging students' prior knowledge, using real world contexts, collaborative learning and self-directed learning. Student teachers will also analyse critical issues related to designing technology-enabled lessons, such as integration of appropriate instructional strategies and cyberwellness issues. Student teachers will be assessed for their skills and

knowledge in designing meaningful ICT-enabled teaching and learning activities.

### **QED528 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, how students' intellectual, social, emotional, personal and moral development occurs, as well as the role of assessment in teaching and learning.

## CURRICULUM STUDIES

### The Teaching of Accounting

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QCK521	Assessment and Further Strategies in Teaching Principles of Accounts	Core	3	-
QCK522	Pedagogical Approaches to Teaching and Learning Accounting	Core	4	-
QCK523	Motivating Students to Learn Accounting	Core	2	-

#### **QCK521 Assessment and Further Strategies in Teaching Principles of Accounts**

This course covers the assessment objectives and instructional approaches. The different modes of assessment and examination requirements for Principles of Accounts at 'O' level and Principles of Accounting at 'A' level are covered, for example, test analysis and construction, diagnosis, feedback and remediation.

A wide variety of instructional methods including inquiry approaches are covered to develop higher-order thinking skills e.g., guided discovery learning, simulation games, and problem-based learning. There will be opportunities for student teachers to work with schools on innovative and enterprising projects, and also engage in reflective practice through lesson study.

#### **QCK522 Pedagogical Approaches to Teaching and Learning Accounting**

This course introduces student teachers to the rationale and structure of Principles of Accounts in the school curriculum. It gives an overview of the

syllabus development and covers a variety of strategies and resources for the teaching and learning of Principles of Accounts. These include cooperative learning, peer tutoring, mastery learning, and practice sets. The theoretical underpinnings of various frameworks including Dimensions of Learning, learning styles and brain-based learning are covered. There will be opportunities for hands-on practice, role-play, group simulation games, cooperative learning, peer evaluation, lesson planning, micro-teaching and reflective practice.

Ample opportunities will be provided in embedding Information Communications Technology (ICT) in the accounting syllabuses besides effective classroom management strategies. As thinking skills are inherent in the accounting syllabuses, strategies to develop thinking skills will be covered. Emphasis is also placed on mixed mode pedagogical approach in view of building a student-centred environment. Student teachers are exposed to a repertoire of strategies for teaching and learning in an outcome-focused and technology rich environment.

### **QCK523 Motivating Students to Learn Accounting**

The mixed-mode delivery framework of motivating students in learning accounting is taken further in this course when student teachers are exposed to using games and game shows as pedagogical tools, and organising events like an accounting carnival to heighten the energy level and enthusiasm of students in learning accounting.

Creating authentic environments for applying accounting into practice, a practice set that involves manual as well as computerised accounting will provide first-hand exposure to student teachers. They

will also be involved in organising extension of learning activities for students which promote higher order thinking skills, entrepreneurial pursuits, initiative and independent learning.

## The Teaching of Art

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QCA520	Teaching Art at Secondary Level	Core	2	-
QCA521	Post Practicum Evaluation	Core	1	-
QCA522	Two Dimensional Studies	Core	2	-
QCA523	Three Dimensional Studies	Core	2	-
QCA524	Art practice: In-depth Studio Practice and Pedagogy	Core	2	-

### QCA520 Teaching Art at Secondary Level

The course looks into how the teaching of art has evolved over history. It will introduce key classical and contemporary theories of adolescent development and their implication in the visual arts education and examines how these educational theories and concepts influence the teaching and assessment of art in secondary schools

### QCA521 Post Practicum Evaluation

Building on the student teachers' practicum experience, the course engages student teachers in relating the various educational theories and concepts learnt in the previous semester to their own art teaching. It will also explore the various practices of schools and examine the underpinning philosophies and values they adopt in their arts programme in relation to government initiatives and policies.

### **QCA522 Two Dimensional Studies**

The emphasis on two dimensional studio practice involving an exploration of theoretical underpinnings of creative processes and curricular implications.

### **QCA523 Three Dimensional Studies**

This course investigates the use of clay, a traditional but exceptionally versatile medium in the 3D studios/classroom. Clay as a medium of expression and learning will be discussed in relation to the curricular objectives through an investigation of traditional and contemporary practices and teaching methodologies. The learning of our cultural history through ceramic artefacts is also incorporated.

### **QCA524 Art Practice: In-depth Studio Practice and Pedagogy**

Building on the three courses in Semester I, the development by student teachers of a body of work in a chosen area of studio practice, to be used as a focus to investigate and formulate teaching methodologies in secondary art education.

## The Teaching of Biology

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QCB520	Teaching of Biology I	Core	2	-
QCB521	Teaching of Biology II	Core	4	-
QCB522	Teaching of Biology III	Core	3	-

### QCB520 Teaching of Biology I

The course consists of three parts. Part 1 discusses some issues of the nature of science, and the use of history for teaching biology. It also introduces student teachers to biologists belonging to the minority groups. Part 2 discusses alternative conceptions, difficulties and problems in various biology topics, and the use of concept maps for teaching biology. Part 3 covers the various learning theories, styles and approaches, multiple intelligences theory, and the use of analogies and word juxtapoz for teaching biology.

### QCB521 Teaching of Biology II

This course will examine the Biological Sciences curriculum in Singapore Schools and how to plan lessons for pupils of different ability ranges and levels in secondary schools. Basic teaching skills together with a variety of teaching/learning strategies, thinking/study skills and co-operative learning strategies will be discussed. The management and control of pupil behavior, safety practices in science. IT, its applications and resources for Biology teaching from the Internet, will be explored.

## **QCB522 Teaching of Biology III**

Issues on the what and why of testing in science, test construction, marking of examination scripts, and its implications for teachers and teaching styles. Alternative assessment of practical skills, the setting of tasks for Science Practical skills assessment, the rubrics for teachers' practical assessment and marking of practical work. The role of resource centres for field trips, planning and conducting field trips to suitable resource centre/nature reserve and the presentation of a report on the suitability of the centre. Issues and safety measures in conducting Life Sciences experiments for students in secondary schools. Reflections on Practicum.

## The Teaching of Chemistry

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QCY520	The Teaching of Chemistry I	Core	4	-
QCY521	The Teaching of Chemistry II	Core	2	-
QCY522	The Teaching of Chemistry III	Core	3	-

### QCY520 The Teaching of Chemistry I

Basic issues, concepts and principles in chemical education. Psychological principles crucial to the teaching and learning of chemistry. Issues related to the organisation and implementation of the science/chemistry curriculum. Multimedia learning and cooperative learning in chemistry education. The planning and teaching strategies, and use of resources crucial for the effective teaching of chemistry that includes unit and lesson planning, the inquiry approach, constructivist approach, problem-solving, expository teaching, demonstrations, project and practical work.

### QCY521 The Teaching of Chemistry II

Purposes of evaluation, tables of specifications, test construction, administration, marking, and analysis; interpretation of test scores. Alternative assessment modes such as open-book tests, take-home examinations, student portfolio, writing rubrics, and project work will be considered. The management, assessment and moderation of SPA (school-based practical assessment).

## **QCY522 The Teaching of Chemistry III**

Micro-teaching provides opportunities to identify and practise basic teaching skills such as opening and closing a lesson, explaining concepts, questioning and responding to pupils. Student teachers practise the relevant skills through mini-presentations on selected chemistry topics at the secondary level. The presentations are reviewed and critiqued by peers and the tutor.

## The Teaching of Chinese Language

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QCC520	Teaching of Chinese Language 1	Core	3	-
QCC521	Teaching of Chinese Language 2	Core	5	-
QCC522	Teaching of Chinese Language 3	Core	2	-

### QCC520 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 secondary 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.

### QCC521 Teaching of Chinese Language 2

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. It also introduces student teachers to effective classroom teaching skills to enhance teaching of Chinese Language.

### QCC522 Teaching of Chinese Language 3

This course aims to introduce student teachers to 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. Its objective is to enable student teachers to design appropriate mode of assessments for the teaching of Chinese Language.

## The Teaching of Chinese Literature

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QCJ520	Teaching of Chinese Literature 1	Core	2	-
QCJ521	Teaching of Chinese Literature 2	Core	4	-
QCJ522	Teaching of Chinese Literature 3: IT and Project Work	Core	2	-

### QCJ520 Teaching of Chinese Literature 1

This course introduces student teachers to the Chinese Literature syllabus for secondary and pre-university level in Singapore. It will also introduce student teachers to various literary appreciation and critical theories with special reference to the teaching of Chinese Literature. Its objective is to equip student teachers with the knowledge and skills in the teaching of Chinese literature.

### QCJ521 Teaching of Chinese Literature 2

This course deals with the formal, stylistic and thematic features of various literary genres and the skills of teaching of different literary Chinese genres, both classical and modern. It also deals with the infusing of critical thinking skills in teaching Chinese Literature. Its objective is to equip student teachers with the skills of analyzing and teaching of literary texts, in relation to content and theme, structure and literary language.

## **QCJ522 Teaching of Chinese Literature 3: IT and Project Work**

This course provides student teachers with the fundamental principles and knowledge for the use of IT in the learning and teaching of Chinese Language and Chinese Literature. It equips student teachers with basic skills and approaches in searching, selecting and integrating of digital resources in the teaching of Chinese language and Chinese Literature. It also introduces to student teachers the aims and objectives as well as fundamental concepts and strategies in supervising group projects in secondary school.

## The Teaching of Computer Applications

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QCQ520	Topics in Computer Applications	Core	4	-
QCQ521	Computer Laboratories and Resources	Core	1	-
QCQ522	Assessment and Coursework	Core	2	-
QCQ523	Instructional Approaches to Computer Applications	Core	2	-

### QCQ520 Topics in Computer Applications

The learning of various topics in Computer Applications (CPA) in the Secondary Normal (Technical) syllabus with reference to key concepts and developments in the subject including document processing, spreadsheets, computer graphics, multimedia presentations and digital animation. The hands-on creation of classroom activities and teaching/learning materials relevant to each area of CPA subject content will be covered. Student teachers will have opportunities to discuss various aspects of teaching/learning competencies for the purpose of reflection for further improvement.

### QCQ521 Computer Laboratories and Resources

The awareness of computer facilities including hardware and software, computer systems and installation, computer laboratory, microcomputers, networks, peripherals, costing; sources of information about computing and computer education including resource centres, publications, instructional packages. In addition, there will be opportunities to learn how to identify hardware/software issues; how

to rectify these issues (troubleshooting) and how to prevent them.

### **QCQ522 Assessment and Coursework**

The design, construction and analysis of tests, examinations and coursework; assessment for diagnosis and remediation; requirements and standard of performance expected of pupils in preparation for examinations. Hands-on of web publishing will be practiced and website (as a final product) will be created as a fulfillment of the coursework.

### **QCQ523 Instructional Approaches to Computer Applications**

Introduction of the major Learning Theories/Strategies and Learning Styles. The exploration and discussion of various instructional approaches appropriate for the teaching of Computer Applications (CPA), such as effective Classroom Management, Exposition, Investigative and Questioning Approach, Authentic Learning, Hands-on Activities and Problem Solving. Introduction on how emerging technologies (Video Tutorials) can be used to enhance the learning process of CPA. There will be opportunities to practice the planning process of lessons and to participate in critique of these lesson plans on CPA.

## The Teaching of Design and Technology

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QCN523	Teaching and Evaluating the Problem Solving Process	Core	3	-
QCN524	Material Processing	Core	5	-
QCN525	Managing and Teaching the Design and Technology Curriculum	Core	1	-

### QCN523 Teaching and Evaluating the Problem Solving Process

The course introduces the student teachers to the teaching and learning environment of the process of designing. It includes a practical approach to design communication, design journal work, and design activities specifically designed to encourage pupils to be creative and critical problem solvers. It enables student teachers to personally experience and practice the process of designing, design thinking and design problem structuring. Projects have been designed to give the student teachers opportunities to experience, practice and develop their skills through designing in action and are directly linked to the design/make environment of QCN524 and the school situation. QCN 523 also includes a simulated teaching environment in which the student teachers have the opportunity to practice, analyse and evaluate peer teaching sessions with special emphasis on introductory and closure procedures, questioning skills and practical demonstrations.

## **QCN524 Material Processing**

Material Processing is a hands-on practical processes course that exposes design and technology student teachers to practical-oriented project work. Student teachers are required to realize mini-projects with focus on basic practical tasks, making skills, tools & equipment, and workshop safety. Projects are also designed with focus on design-and-make routines. Student teachers work with three basic materials namely Metals, Plastics and Wood, and basic electricity and electronics related technology.

## **QCN525 Managing and Teaching the Design and Technology Curriculum**

The course provides student teachers with the opportunity to study and become familiar with the Design and Technology (D&T) syllabuses in relation to its philosophy, implementation and evaluation. It provides an in-depth analysis of the curriculum in conjunction with the development of a scheme of work that comprises meaningful and holistic design projects. The effective integration of content knowledge, process knowledge and relevant 'technology' into D&T curriculum and related project work is also covered.

## The Teaching of Elements of Business Skills

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QBS520	Pedagogical Approaches to Teaching and Learning Elements of Business Skills	Core	3	-
QBS521	Assessment and Further Strategies in Teaching Elements of Business Skills	Core	4	-
QBS522	Motivating Students to Learn Elements of Business Skills	Core	2	-

### QBS520 Pedagogical Approaches to Teaching and Learning Elements of Business Skills

This course introduces Business Skills (EBS) and its effective teaching and learning strategies through experiential learning. Student teachers are exposed to a variety of strategies, resources and theoretical underpinnings of various frameworks including Dimensions of Learning, learning styles and brain-based learning. There will be opportunities for hands-on practice, role-play, group simulation games, cooperative learning, peer evaluation, lesson planning, micro-teaching and reflective practice. Ample opportunities will be provided in embedding Information Communications Technology (ICT) in EBS besides differentiated instruction and effective classroom management strategies. Emphasis is also placed on mixed mode pedagogical approach in view of building a student-centred environment. Student teachers are exposed to a repertoire of strategies for teaching and learning in an outcome-focused and technology rich environment. Pedagogical tools which are particularly relevant to the teaching and learning of customer service, marketing and business activities in the services sector through the use of video vignettes, case studies and learning journeys and real-life scenarios will also be covered.

## **QBS521 Assessment and Further Strategies in Teaching Elements of Business Skills**

This course covers the various aspects of assessment for learning including alternative assessments. Firstly, it covers the nature of written and coursework examinations in EBS. The rationale and examination requirements including issues related to the examiners' expectations and the crafting of examination questions, mark schemes and specification grids are covered.

Secondly, further instructional strategies in the form of alternative assessment activities including case studies, role play, fieldwork and ICT-embedded activities are discussed. The focus is on strategies that are specially catered to enhance the teaching and learning of the less academically inclined students by leveraging on ICT.

## **QBS522 Motivating Students to Learn Elements of Business Skills**

This course dovetails into the earlier courses and it engages student teachers in experiential learning. This includes the implementation of the enrichment activities to excite students in the learning of EBS by providing them with experiential learning through enrichment activities. Other than using games and game show, student teachers will be exposed to organising events and fieldtrips for facilitating learning of the subject. Exposure to the use of video vignettes and simulation games as useful pedagogical tools will also be covered.

## The Teaching of English Language

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QCE520	Language Teaching Approaches	Core	6	-
QCE521	Language Teaching Experience	Core	3	-

Note: Student teachers offering the Teaching of English Language are required to undertake English Language Content Enhancement (ELCE) courses. Description of ELCE is available in Page 13.

### QCE520 Language Teaching Approaches

This course introduces student teachers to the theory and practice of teaching grammar, oral communication, reading and writing to secondary school students. It aims to help student teachers explore a range of strategies and skills for developing language proficiency in students, and develop lesson outlines for teaching grammar and the language skills in integrated ways. Student teachers will become familiar with the theoretical perspectives, approaches and principles that underpin language teaching and learning. They will also develop an ability to select, adapt, and use a variety of resources for language teaching and modes of assessment of learning. By encouraging a critical, integrated and balanced view of theory and practice, this course aims to develop informed, reflective and effective beginning teachers of English Language at the secondary school level.

## **QCE521 Language Teaching Experience**

This course is designed to provide an opportunity for student teachers to put into practice the understandings and skills they have acquired from QCE520. Student teachers will collaboratively design a unit of integrated lessons for secondary school students. Their tutors will guide them through the processes of planning a unit of work using principles of curriculum planning as well as skills, strategies and approaches acquired from QCE520. In the process of unit planning, they will learn to apply the principles of material selection, adaptation and development. This course also provides opportunities for student teachers to reflect on and share their teaching experiences.

## The Teaching of English Literature

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QCR520	Aims and Approaches to Teaching Literature	Core	6	-
QCR523	Literature Assessment, Writing and Teacher Reflection	Core	3	-

### QCR520 Aims and Approaches to Teaching Literature

This course explores the aims and objectives as well as the challenges of teaching the Literature curriculum in Singapore schools. Informed by key theories concerning the teaching of English Literature, the main focus will be upon the acquisition of a range of practical strategies and skills for teaching the major literary forms—poetry, prose fiction, and drama—as well as practice in lesson planning. The course aims to develop pedagogically sound and effective literature teachers capable of devising their own teaching materials, instructing their students in literary analysis, and cultivating in them a love for the subject. Student teachers will find many opportunities for individual and collaborative work in this course.

### QCR523 Literature Assessment, Writing and Teacher Reflection

This course examines the principles and practice of Literature assessment with a view towards setting appropriate Literature tests and exams. Opportunities for marking essay scripts according to the syllabus band descriptors will be provided. Of the range of assessment items considered, strategies and tasks for the development of writing skills in relation to Literature will be a primary focus. This course will

conclude with a component on helping student teachers develop self-reflexive habits through reflection and evaluation after their practicum experience. Problems, teaching strengths, and weaknesses arising from Practicum will be addressed.

## The Teaching of Geography

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QCG523	Developing Understanding in Teaching and Learning Geography	Core	6	-
QCG524	Teaching and Learning Geography outside the classroom	Core	2	-
QCG525	Assessment in Geography	Core	1	-

### **QCG523 Developing Understanding in Teaching and Learning Geography**

The course aims to guide student teachers to understand what it means to be an effective geography teacher. The course will allow student teachers to see, understand, and appreciate the web of relationships between people, places and environments through the exploration of key geographical concepts. They will learn pedagogical approaches which are interwoven into the subject matter. Student teachers will be given opportunities to design, teach and critique the geography curriculum.

### **QCG524 Teaching and Learning Geography outside the classroom**

Field studies are an integral part of the teaching and learning geography. This course provides student teachers with the theoretical understanding of field studies. They will be given opportunities to design, conduct and critique a field-based learning activity.

## **QCG525 Assessment in Geography**

Classroom assessment and practices have the potential to measure and provide feedback on learning as well as to ensure the understanding of geography. Student teachers will explore both the formative and summative aspects of assessing the learning of geography.

## The Teaching of History

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QCH524	Teaching of Secondary History through Field Trips	Core	2	-
QCH525	Teaching and Learning of Secondary History	Core	4	-
QCH526	Assessment and Evaluation in Secondary History	Core	2	-
QCH527	Reflection in the Teaching and Learning of Secondary History	Core	1	-

### **QCH524 Teaching of Secondary History through Field Trips**

This course seeks to expose student teachers to an interesting and challenging strategy in the teaching of History by taking student teachers out of the classroom. It will focus on how field trips can be used to make the subjects come alive for students. Student teachers will be trained to plan, organise and conduct field trips to selected sites in Singapore. They will not only discover valuable nuggets of information about these sites, but will also learn how to organise activities that will enhance students' awareness of their culture and heritage.

### **QCH525 Teaching and Learning of Secondary History**

The course gives an insight to student teachers about the nature and purpose of teaching secondary school History. The teaching of History in secondary schools is now in an exciting phase of change. Creative thinking, ICT and use of sources are changing the way the subject is being taught in schools. This course is designed to equip student teachers with various strategies such as cooperative learning, the use of role-play, the integration of

sources in lessons and the use of information communication technology, as part of teaching through historical inquiry.

### **QCH526 Assessment and Evaluation in Secondary History**

This course enables student teachers to conduct assessment and evaluation in History. To meet the objectives and examination requirements of the new syllabus, emphasis is given to the use of source materials. It examines how primary and secondary sources can be used in constructing document-based items. The course gives student teachers practice in setting source-based and structured-essay questions, devising marking schemes and marking answer scripts. It also introduces student teachers to formative assessments as an alternative method to assess and evaluate students' learning.

### **QCH527 Reflection in the Teaching and Learning of Secondary History**

This course gives the opportunity for student teachers to link theory with practice. It emphasises the importance of reflection in teaching. Student teachers will be given the opportunity to share their reflections on a particular lesson that they have been tasked to teach in the schools they have been posted to. They will also reflect on relevant aspects of their school practicum experiences.

## The Teaching of Home Economics

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QCX520	Home Economics Curriculum and Evaluation	Core	2	-
QCX521	The Teaching of Food and Nutrition	Core	2	-
QCX522	The Teaching of Textiles and Clothing	Core	2	-
QCX523	The Teaching of Consumer Education	Core	3	-

### **QCX520 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 and developing innovation & enterprise; the use of appropriate evaluation procedures in facilitating effective learning will be discussed.

### **QCX521 The Teaching of Food and Nutrition**

The Food and Nutrition syllabi at the lower and upper secondary levels; strategies and methods to teach basic principles of food management; organization of investigative and practical work, emphasis on coursework development for the GCE 'O' and 'N' Level syllabi.

### **QCX522 The Teaching of Textiles and Clothing**

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, use and care of equipment, and skills in clothing construction.

## **QCX523 The Teaching of Consumer Education**

Various approaches to the teaching of family and 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; integration of IT skills, technology, critical thinking and becoming entrepreneurial in promoting Home Economics/Family and Consumer Education in school will be explored.

## The Teaching of Malay Language

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QCD522	Malay Language Curriculum: Approaches and Skills in the Teaching and Learning of Malay Language	Core	4	-
QCD523	The Teaching and Learning of Malay Language Grammar	Core	2	-
QCD524	Assessments in the Teaching and Learning of Malay Language	Core	3	

### **QCD522 Malay Language Curriculum: Approaches and Skills in the Teaching and Learning of Malay Language**

Introduction to Malay language curriculum objectives, syllabus & content, development and implementation in secondary school. Basic language skills – with emphasis on the teaching and learning of the four basic language skills, namely listening, speaking, reading and writing skills with special emphasis on pupils' differing learning styles, abilities & varied academic programmes. Lesson plans & the use of appropriate media and teaching and learning materials.

### **QCD523 The Teaching and Learning of Malay Language Grammar**

Various strategies in teaching of Malay grammar, i.e. the affixes, sentence construction, active & passive voice, etc. Student will work on several issues of practical concern to the teaching of Malay: Classroom organisation, and design, appropriate use of educational technology.

## **QCD524 Assessments in the Teaching and Learning of Malay Language**

Testing and assessment – basic concepts such as validity & reliability, objectivity and the construction and administration of test items and materials. Authentic and alternative assessments, rubric design and their application in classroom settings with special emphasis on students' varied learning needs and styles.

## The Teaching of Malay Literature

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QCJ527	Sociocultural Context of Literacy	Core	2	-
QCJ528	The Teaching of Malay Modern Literature	Core	4	-
QCJ529	The Teaching of Traditional Malay Literature	Core	3	-

### QCJ527 Sociocultural Context of Literacy

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.

### QCJ528 The Teaching of Malay Modern Literature

The aims & objectives of teaching literature and the place of literature in the curriculum. An overview of developments of modern Malay and Indonesian literature. General methods and technique of modern Malay literature via various genres – short story, novel, poetry and drama. Evaluation & testing of literature in school.

## **QCJ529 The Teaching of Traditional Malay Literature**

Traditional Malay literature – overview of the main features and development. The knowledge and skills in the teaching of Malay prose, poetry and selected classical genres and texts. The adaptation of Malay classical texts in the teaching of Malay language as a rich source of cultural enrichment.

## The Teaching of Mathematics

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QCM520	Teaching and Learning Mathematics I (All Sec)	Core	6	-
QCM521	Teaching and Learning Mathematics II (All Sec)	Core	3	-

### QCM520 Teaching and Learning Mathematics I (All Sec)

The main objective of this course is to equip student teachers with a working knowledge of basic teaching principles; an understanding of the theories of learning that inform instruction and a comprehensive knowledge of the curriculum. The content of this course includes: aims and objectives of mathematics education; mathematics curriculum in Singapore; learning theories in mathematics; lesson planning; role of ICT in mathematics education; teaching of mathematics topics - Arithmetic, Algebra, Functions and Graphs, Mensuration, Geometry, Trigonometry, Statistics, Probability, Sets, Matrices, Vectors, Higher Algebra and Calculus.

### QCM521 Teaching and Learning Mathematics II (All Sec)

Microteaching; assessment, test construction and marking; reflection on practice. Topics for microteaching and test construction will be taken from the Secondary Mathematics Syllabus.

## The Teaching of Lower Secondary Mathematics

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QCM530	Teaching and Learning Mathematics I (Lower Sec)	Core	6	-
QCM531	Teaching and Learning Mathematics II (Lower Sec)	Core	3	-

### QCM530 Teaching and Learning Mathematics I (Lower Sec)

The main objective of this course is to equip student teachers with a working knowledge of basic teaching principles; an understanding of the theories of learning that inform instruction and a comprehensive knowledge of the curriculum. The content of this course includes: aims and objectives of mathematics education; mathematics curriculum in Singapore; learning theories in mathematics; lesson planning; role of ICT in mathematics education; teaching of mathematics topics - Arithmetic, Algebra, Functions and Graphs, Mensuration, Geometry, Pythagoras' Theorem, Statistics, Probability, and Sets.

### QCM531 Teaching and Learning Mathematics II (Lower Sec)

The objectives of this course are (1) to provide student teachers with the opportunity to teach mathematics topics and practise their teaching skills, and (2) to experience the process of setting a mathematics test paper and of marking students' solutions. This course includes Microteaching; assessment, test construction and marking; reflection on practice. Topics for microteaching and test construction will be taken from the Lower Secondary Mathematics Syllabus.

## The Teaching of Music

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QCI522	Music and Media in the Secondary School Classroom	Core	1	-
QCI523	Curriculum Planning and Assessment in Music	Core	2	-
QCI524	Post Practicum Discussion: Summary and Conclusions	Core	1	-
*QCI525	Teaching Music as an Examination Subject	Core	1	-
#QCI526	Personal Musical Skills	Core	1	-
QCI527	Foundation Studies in Music Education: Theory and Practice	Core	2	-
QCI528	Pedagogical Methods and Music-IT Skills for Music Teaching	Core	2	-

Note: \* For those offering CS1 Music only.

# For those offering CS2 Music only.

### **QCI522 Music and Media in the Secondary School Classroom**

This course looks at how multi-media art in the form of film musicals and contemporary MTVs can be used for the teaching of music. The interaction of music, visual arts, drama, dance and literature will be understood in the broader contexts of politics, culture, sociology, philosophy, ethics, geography and history.

### **QCI523 Curriculum Planning and Assessment in Music**

This course focuses on curriculum planning, lesson planning, and assessment of learning in music as well as the management of musical co-curricular activities. Microteaching will be included.

**QCI524 Post Practicum Discussion: Summary and Conclusions**

This course offers an opportunity for student teachers to share their teaching experiences and discuss successful music teaching practices for a variety of educational contexts in Singapore.

Theories of music education covered in earlier courses will be reconsidered in the light of the student teachers' recent practical experience.

**QCI525 Teaching Music as an Examination Subject (for CS1)**

This course will cover teaching approaches and specific methodologies for student teachers to prepare students for the G.C.E. "O"-level music exams (including the "Higher Music" options).

**QCI526 Personal Musical Skills (for CS2s)**

This course covers basic vocal techniques, recorder playing and basic conducting skills.

**QCI527 Foundation Studies in Music Education: Theory and Practice**

This course explores current thinking in the philosophy, psychology and sociology of music education, and allows student teachers to explore the theories through integrated practical, creative and listening activities appropriate for the secondary school classroom. The current MOE GMP (General Music Programme) syllabus will be introduced, together with relevant MOE initiatives. In particular,

the role of music in education from the Chinese, Indian and Malay traditions will be considered in addition to the music of Western traditions, both classical and popular.

### **QCI528 Pedagogical Methods and Music-IT Skills for Music Teaching**

This course will introduce music-IT skills for music teachers including the use of notation, sequencing and “looping” software suitable for use in the General Music Programme (GMP) and Normal Technical (NT) Examination Syllabus in secondary schools. Ways of teaching the music literacy and listening aspects of the Normal Technical Syllabus will be introduced.

## The Teaching of Physics

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QCP520	Teaching of Physics I	Core	2	-
QCP521	Teaching of Physics II	Core	4	-
QCP522	Teaching of Physics III	Core	3	-

### QCP520 Teaching of Physics I

The course attempts to provide student teachers in initial teacher education programmes with an understanding of school pupils and physics from social, cultural and pedagogical perspectives. To improve their teaching practice, they will explore individual differences in learning, possible factors affecting students' understanding of physics, and strategies to support different ability groups as represented in the Gifted, Express, Normal (Academic) and Normal (Technical) Streams. Special effort will be made to help student teachers understand the nature of science, different pedagogical approaches for teaching physics, and elements of good physics teaching such as classroom interaction, creativity, thinking skills, inquiry, and explaining.

### QCP521 Teaching of Physics II

This course will introduce student teachers to physics curriculum development with respect to international and local trends. The infusion of thinking, the meaningful integration of ICT and the linkage to national education, innovation and enterprise spirit will be given due attention and focus. An understanding of the constructivist-inquiry approach, investigative problem-solving, meaningful demonstration and purposeful deductive inquiry will

facilitate the teaching and learning of physics. This course will also address alternative conceptions of student teachers on various physics topics. Activities based on the physics curriculum and involving experiences that are hands-on, minds-on and experiential will be introduced to model how conceptual development and change can be facilitated.

### **QCP522 Teaching of Physics III**

This course explores important areas of Physics teaching pertaining to assessment and evaluation issues. It covers setting, marking and analysis of test papers, formative assessment strategies, and alternative forms of assessment for the purpose of providing useful feedback to students, parents and other stakeholders. It also deals with the role of practical work in developing process skills and the assessment of laboratory skills, particularly in the context of SPA. Resource management and safety in science laboratories will also be discussed.

## The Teaching of Social Studies

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QCL520	Teaching Social Studies to Secondary Students	Core	4	-
QCL521	Use of Sources in the Secondary Social Studies Classroom	Core	2	-
QCL522	Assessment and Reflective Teaching in Social Studies	Core	3	-

### **QCL520 Teaching Social Studies to Secondary Students**

This course aims to provide student teachers with an understanding of the nature, scope and goals of social studies in the context of the school curriculum and the nature of Singapore's growth as a society. Opportunities to reflect critically on issues related to the syllabuses content as well as to the teaching of the subject in schools will be provided. Student teachers will try out a variety of teaching strategies through practice-based sessions, and design and develop unit and lesson plans in a cooperative learning environment.

### **QCL521 Use of Sources in the Secondary Social Studies Classroom**

An important aim of Social Studies is to develop thinking and process skills which are essential for lifelong and independent learning. This course will not only expose student teachers to a variety of ways to use sources in the lower secondary normal technical and upper secondary social studies classrooms, but also provide opportunities for student teachers to select appropriate sources, and design creative teaching strategies that incorporate the use of sources.

## **QCL522 Assessment and Reflective Teaching in Social Studies**

This course focuses on assessment and will include a variety of methods and strategies that are appropriate for the assessment of learning outcomes in Social Studies. Student teachers will set source-based questions and structured-essay questions, devise the mark schemes and mark answer scripts. They will design appropriate assessment for Lower Secondary Social Studies students in the Normal (Technical) course. The course will also provide opportunities for student teachers to reflect on not only the quality of their students' work but also their own work.

## The Teaching of Tamil Language

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QCT520	Teaching of Tamil Language I	Core	5	-
QCT521	Teaching of Tamil Language II	Core	4	-

### QCT520 Teaching of Tamil Language I

Exploring the two of four different types of language skills, namely reading and writing. Developing the language proficiency of students in Singapore secondary schools. Different methods to emphasis the content of Tamil Language in curriculum. Introducing IT skills to the student teachers in order to develop them to prepare IT related lesson packages and to create the Tamil language related websites.

### QCT521 Teaching of Tamil Language II

Exploring the listening and speaking skills and the introduction to various methods to teach these skills in an interesting and effective manner. Teaching of vocabulary and the functional grammar at secondary level through various teaching methods and strategies. To highlight the difference between Standard Spoken Tamil and written Tamil in order to equip the students to improve their speaking and writing skills. The importance of testing, the evaluation of the performance at the test paper, remedial activities and the place of high and low order thinking skills in testing.

## The Teaching of Tamil Literature

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QCJ525	Teaching of Tamil Literature I	Core	5	-
QCJ526	Teaching of Tamil Literature II	Core	4	-

### QCJ525 Teaching of Tamil Literature I

An introduction to the teaching of Tamil language through the use of literature. The use of Tamil drama and various aspects of ancient, medieval and modern poetry such as explanation and presentation of dramatic situations in poems, description of images, mood and attitudes, tone, analogical language, theme and meaning. Various aspects of National Education in Tamil literature and its importance in teaching of Tamil language at secondary level. Appreciating literary works, critic. Facilitating student teachers with the various types of literary works such as poetry, and drama.

### QCJ526 Teaching of Tamil Literature II

The teaching of Tamil language through the study of novels, short stories and essays. Using various kinds of Tamil short stories and novels to analyze the techniques used by writers. Integrating National Education into lessons using Tamil fictions. Using IT tools to teach the literature in an interesting and effective manner.

## PRACTICUM

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QPR520	Teaching Practice	Core	10	-

The Practicum is a very important component of the PGDE programme. Its principal function is to provide student teachers with the opportunity to develop teaching competencies in a variety of instructional contexts and at different levels, under the guidance and supervision of cooperating teachers and university lecturers. They will learn from experienced cooperating teachers about the schooling process and prepare themselves for their roles and responsibilities in teaching.

During the Practicum, student teachers will be able to use the knowledge and skills acquired in the subjects they read at the university, and have opportunities to integrate theory and practice in schools.

### **QPR520 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 evaluation 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

### Communication Skills for Teachers

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QLK520	Communication Skills for Teachers	Core	2	-

### QLK520 Communication Skills for Teachers

This is a practical course designed to provide student-teachers with the oral and writing 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. Pronunciation and word stress issues are also highlighted in the course. They are familiarized with the use of a pronunciation dictionary and online resources 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.

## **Use of Chinese in Teaching**

<b>Course Code</b>	<b>Title</b>	<b>Course Category</b>	<b>No. of Aus</b>	<b>Pre-requisites</b>
QLC520	Use of Chinese in Teaching	Core	2	-

### **QLC520 Use of Chinese in Teaching**

This course aims to equip student teachers with the essential knowledge and communication skills on the use of Chinese in teaching.

## Use of Malay in Teaching

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QLM522	Use of Malay in Teaching	Core	1	-
QLM523	Language etiquettes: Proverbs and Language Refinement in the Teaching of Malay Language	Core	1	-

### **QLM522 Use of Malay in Teaching**

Skills in using Malay for effective oral communication – reading aloud, spontaneous dialogue, giving instructions, speech, debate – by using *Sebutan Baku*.

### **QLM523 Language Etiquettes: Proverbs and Language Refinement in the Teaching of Malay language**

Creative and effective application of Malay proverbs in the teaching of Malay language for cultural enrichment. Language etiquettes - its application in the teaching and learning of Malay language.

## Use of Tamil in Teaching

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QLT520	Use of Tamil in Teaching 1	Core	1	-
QLT521	Use of Tamil in Teaching 2	Core	1	-

### QLT520 Use of Tamil in Teaching 1

Development of oral proficiency in Tamil language. Phonetics to help student teachers acquire accuracy and mastery in pronunciation and other communication skills inside and outside the classroom. Written communication skills. Common errors in writing and the syntactical aspects of Tamil.

### QLT521 Use of Tamil in Teaching 2

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 the secondary schools. Effective ways of creating lessons and lesson plans with a view to increase the potential and highlighting a clear and effective way to maximise the student teachers' objectives.

**PGDE PROGRAMME  
TEACHING AT JUNIOR COLLEGE LEVEL**

**Table 10: Curriculum Structure of the PGDE (General, Junior College) Programme**

Category/ Subject	Course Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	QED523	The Social Context of Teaching and Learning	2
	QED526	Teaching and Managing Learners at the Secondary/ Junior College Level	2
	QED527	ICT for Meaningful Learning	2
	QED528	Educational Psychology: Theories and Applications for Learning and Teaching	2
<b>CURRICULUM STUDIES – JUNIOR COLLEGE (Any one as assigned) ^</b>			
	QCB	The Teaching of Biology	6
	QCY	The Teaching of Chemistry	6
	QCO	The Teaching of Economics	9
	QCG	The Teaching of Geography	6
	QCH	The Teaching of History	6
	QCM	The Teaching of Mathematics	6
	QCP	The Teaching of Physics	6
<b>CURRICULUM STUDIES – SECONDARY (Any one as assigned)</b>			
	QCB	The Teaching of Biology	9
	QCY	The Teaching of Chemistry	9
	QCQ	The Teaching of Computer Applications	9
	QBS	The Teaching of Elements of Business Skills	9
	QCE*	The Teaching of English Language	9
	QCR	The Teaching of English Literature	9
	QCG	The Teaching of Geography	9
	QCH	The Teaching of History	9
	QCM	The Teaching of Lower Secondary Mathematics	9
	QCM	The Teaching of Mathematics	9
	QCI	The Teaching of Music	9
	QCP	The Teaching of Physics	9
	QCL	The Teaching of Social Studies	9
<b>KNOWLEDGE SKILLS</b>			
	QKS520	Knowledge Skills: Interdisciplinary Studies	3
<b>PRACTICUM</b>			
	QPR540	Teaching Practice	10
<b>LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS</b>			
	QLK520	Communication Skills for Teachers	2

**Note:** In addition to the core courses and required number of prescribed electives, student teachers are required to undertake a compulsory Group Endeavours in Service Learning (GESL) project – QGS511 and Using e-Portfolio for Learning and Teaching

- QFL541. Description on GESL projects is available in page 13 and the description on QFL541 is available in page 14.
- \* Student teachers assigned English Language as their Curriculum Studies (CS) are required to undertake English Language Content Enhancement (ELCE) courses. Description of ELCE is available in page 13.
- ^ The Junior College teaching subject must be aligned to the Secondary teaching subject with the exception of Economics.

## **CONTENTS OF CORE COURSES AND PRESCRIBED ELECTIVES**

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### **EDUCATION STUDIES**

The courses for QED523-528 are described in Education Studies section under PGDE Programme, Teaching at Secondary Level.

### **CURRICULUM STUDIES (SECONDARY)**

#### **The Teaching of ....**

Descriptions of courses for Secondary Curriculum Studies subjects are available in Curriculum Studies section under PGDE Programme, Teaching at Secondary Level.

### **LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS**

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

Description of course is available in Language Enhancement and Academic Discourse Skills section under PGDE Programme, Teaching at Secondary Level.

## CURRICULUM STUDIES

### The Teaching of Biology

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QCB540	The Teaching of A-level Biology I	Core	3	-
QCB541	The Teaching of A-level Biology II	Core	3	-

#### QCB540 The Teaching of A-level Biology I

In this course, student teachers will learn the approaches for teaching controversial issues. Student teachers will also learn how to mentor students for independent science investigative work which involves planning investigations, collecting data, analyzing data, presenting data, and preparing scientific reports. The course will examine the A-level Biology curriculum, and cover the pedagogical content knowledge required by the A-level Biology syllabus. Student teachers will be required to prepare and present instructional packages for selected A-level Biology topics.

#### QCB541 The Teaching of A-level Biology II

This course will cover instructional strategies that foster critical thinking as well as the role that language plays in both oral and written scientific discourse and literacy in the context of Biology. The course includes microteaching which provides student teachers with opportunities to identify and practise basic teaching skills such as opening and closing a lesson, explaining concepts and questioning. The microteaching presentations will be reviewed and critiqued by peers and the tutor. Student teachers will also learn how to design and

assess tasks for A-level school-based science practical assessment.

## The Teaching of Chemistry

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QCY540	The Teaching of A-level Chemistry I	Core	3	-
QCY541	The Teaching of A-level Chemistry II	Core	3	-

### QCY540 The Teaching of A-level Chemistry I

The course will examine the A-level chemistry curriculum, and covers issues and practices related to the pedagogical content knowledge required by teachers implementing the A-level chemistry curriculum. The course will also focus on the issues and challenges related to written assessment, school-based practical assessment and alternative assessments, and on the integration of ICT in teaching and learning at the A-level.

### QCY541 The Teaching of A-level Chemistry II

The course will incorporate discussions on the teaching of difficult A-level chemistry topics as well as microteaching sessions to provide student teachers opportunities to practise teaching skills related to mass lectures, small group tutorials and practical work, peer evaluation and self-reflection.

## The Teaching of Economics

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QCO540	Further Instructional Approaches and Assessment of A-Level Economics	Core	3	-
QCO541	Pedagogical Approaches to Teaching and Learning Economics	Core	4	-
QCO543	Disciplinarity and the Economics Curriculum	Core	2	-

### **QCO540 Further Instructional Approaches and Assessment of A-Level Economics**

This course aims to equip student teachers with assessment literacy and pedagogical skills to prepare their students for the assessment of 'A' level Economics examinations. Student teachers will learn the assessment objectives and format used in the examinations, the skills to craft examination questions and marking schemes, grade students' scripts, identify strengths and weaknesses from their scripts and give feedback to students on their performance and areas for improvement. Student teachers will also examine and practise teaching strategies for guiding students in essay writing and answering case study questions.

### **QCO541 Pedagogical Approaches to Teaching and Learning Economics**

This course aims to groom student teachers to become educational professionals with reflective skills, thinking dispositions and pedagogical skills for teaching 'A' level Economics in Singapore junior colleges. Student teachers will imbibe the principles of engaged learning use these in lesson planning and implementation so that their students will in turn learn

purposefully, develop deep understanding of subject knowledge and acquire the facility to use the tools of economic analysis to make connections with the real world outside the classroom. There are three main sections: pedagogy, lesson planning and micro-teaching. This course will lay a foundation for further pedagogical approaches in Economics teaching.

### **QCO543 Disciplinarity and the Economics Curriculum**

This course aims to take student teachers through a brief history of economic thought and provide opportunities for examining of the tools of economic analysis in the teaching of economics. The content of the GCE 'A' level syllabus will also be discussed and unpacked to enable student teachers to teach the subject more meaningfully.

## The Teaching of Geography

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QCG540	Exploring Themes in “A” level Geography	Core	4	-
QCG541	Teaching and Learning in “A” level Geography	Core	2	-

### **QCG540 Exploring Themes in “A” level Geography**

This course deepens the student teacher’s conceptual understanding of Geography based on the themes in the “A” levels Geography syllabus. The students will critically explore the themes in both the Physical and Human Geography. This in-depth exploration and analysis of the themes will provide the scope and context for teaching and learning of Geography at “A” levels.

### **QCG541 Teaching and Learning in “A” level Geography**

The aim of this course is to equip student teachers with the relevant pedagogical approaches to teach and assess Geography learning at “A” levels confidently, meaningfully and even creatively. Student teachers will have a good understanding of the instruction approaches in which lessons can be structured to enhance student engagement. They will also develop a good understanding of the various ways of assessment for learning.

## The Teaching of History

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QCH540	Teaching & Learning History for A-Level Students	Core	4	-
QCH541	Assessment and Evaluation of History at the A-Levels	Core	2	-

### QCH540 Teaching & Learning History for A-Level Students

This course is aimed at introducing student teachers to the teaching and learning of History at the JC-level, and to raise their awareness on the challenges of teaching history to A-level students. The course plans to build upon the pedagogical knowledge and disciplinary understandings that student teachers would have acquired while undergoing a concurrent course on the teaching and learning of History and Social Studies at the secondary school level, to better meet the learning needs of students taking A-level history. The course will give student teachers an insight into the nature and objectives of teaching A-level History, as well as allowing them to explore ways to enhance students' learning experiences through historical inquiry. This course is designed to equip student teachers not only with the pedagogical understanding of teaching A-level History but also with the necessary strategies that would enable them to cultivate (in their students) a predisposition to explore, interpret and understand the past, as part of learning to think historically.

## **QCH541 Assessment and Evaluation of History at the A-Levels**

This course seeks to expose student teachers to key issues involved in the assessment and evaluation of history at the A-levels. Generally, the course aims at enabling student teachers to conduct assessment in the subject, with attention given to the practical aspects of how to assess what students have learnt from being taught A-level History. In line with the objectives and examination requirements of the current syllabus, the main emphasis of the course will be on the ways source materials can be used to meet assessment demands of the two papers on offer for examination at the GCE A Levels. For this purpose, the course has been designed to give student teachers ample opportunities at setting source-based and other theme-based essay questions, as well as giving them adequate practice at both devising marking schemes and the marking of answer scripts. Student teachers will also be exposed to the technical aspects of writing an argumentative history essay, and will be involved in formulating possible strategies aimed at improving students' history essay-writing skills.

## The Teaching of Mathematics

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QCM540	Teaching and Learning of A-Level Mathematics	Core	6	-

### QCM540 Teaching and Learning of A-Level Mathematics

The main objective of this course is to equip student teachers with a working knowledge of teaching principles, an understanding of the theories of learning that inform instruction, and a comprehensive knowledge of the mathematics curriculum at A-level. The content of this course includes: curriculum for H1, H2 and H3 mathematics; planning lectures and tutorials in A-level mathematics; role of ICT and use of graphing calculators in mathematics teaching and learning; teaching of A-Level mathematics topics such as Algebra, Calculus, Vectors, Complex Numbers, and Probability and Statistics.

## The Teaching of Physics

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QCP540	The Teaching of A-level Physics I	Core	3	-
QCP541	The Teaching of A-level Physics II	Core	3	-

### QCP540 Teaching of A-level Physics I

This course focuses on the pedagogy and lesson planning for A-level physics. The course will examine the A-level physics curriculum in Singapore schools, and identify common students' learning difficulties and conceptions in understanding physics at a higher educational level. It will explore different teaching and learning strategies, including the use of ICT, to develop students' understanding in large and small group settings. This course also provides student teachers with the opportunity to practice the relevant skills in conducting lectures and tutorials.

### QCP541 Teaching of A-level Physics II

This course focuses on assessment and evaluation issues, and laboratory work in A-level physics. It explores different modes of assessment to evaluate students' understanding and covers the setting and marking of A-level physics tests. The course also deals with the design and management of laboratory work to engage students in scientific theories and principles. Laboratory work in the context of school-based assessment will also be examined.

## KNOWLEDGE SKILLS

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QKS520	Knowledge Skills: Interdisciplinary Studies	Core	3	-

### QKS520 Knowledge Skills: Interdisciplinary Studies

This course will help student teachers to develop the attitudes, knowledge and skills which include communication and presentation skills expected of Junior College (JC) teachers. A cluster of process skills which is relevant for JC teachers is covered in this course. Student teachers are introduced to reasoning skills which are necessary for the analysis and evaluation of situations and arguments, as well as the formulation and articulation of good arguments and judgments. Student teachers develop the knowledge and skills to introduce elements of critical thinking that facilitates Project Work and their curriculum subjects. Student teachers also focus on developing literacy for research and presentation skills.

## PRACTICUM

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QPR540	Teaching Practice	Core	10	-

The Practicum is a very important component of the PGDE (JC) programme. Its principal function is to provide student teachers with the opportunity to develop teaching competencies in a variety of instructional contexts at JC-level in JCs or centralized institutes, under the guidance and supervision of cooperating teachers and university supervisors. They will learn from experienced cooperating teachers about the schooling process and prepare themselves for their roles and responsibilities in teaching.

During the Practicum, student teachers will be able to use the knowledge and skills acquired in the subjects they read at the university, and have opportunities to integrate theory and practice in JCs or centralized institutes.

### **QPR540 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 evaluation 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.

**PGDE PROGRAMME  
TEACHING PHYSICAL EDUCATION  
AT SECONDARY LEVEL**

**Table 11: Curriculum Structure of the PGDE (Physical Education, Secondary) Programme**

**Year 1**

Category/ Subject	Course Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	QED528	Educational Psychology: Theories and Applications for Learning and Teaching	2
	QED523	The Social Context of Teaching and Learning	2
	QED526	Teaching and Managing Learners at the Secondary/ Junior College Level	2
	QED527	ICT for Meaningful Learning	2
<b>CURRICULUM STUDIES</b>			
Physical Education	QPC520	Principles of Games	2
	QPC521	Instructional Methods in Physical Education	2
	QPC522	Outdoor Residential Camp	1
<b>CURRICULUM STUDIES (Select one)</b>			
Physical Education	QPC562	Rugby	2
	QPC563	Basketball	
<b>CURRICULUM STUDIES (Select one)</b>			
Physical Education	QPC567	Track and Field	2
	QPC570	Swimming	
<b>CURRICULUM STUDIES (Select one)</b>			
Physical Education	QPC571	Badminton	2
	QPC572	Volleyball	
<b>ACADEMIC SUBJECTS</b>			
Physical Education	QPA521	Growth and Motor Development	2
	QPA522	Anatomical and Biomechanical Foundations of Physical Activity	3
	QPA523	Physiology of Exercise	2
	QPA524	Introduction to Physical Education & Sport	2
<b>PRACTICUM</b>			
	QPR522	Teaching Practice 1	5
<b>LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS</b>			
	QLK520	Communication Skills for Teachers	2

Note: In addition to the core courses and required number of prescribed electives, student teachers are required to undertake a compulsory Group Endeavours in Service Learning (GESL) project – QGS511. Description on GESL projects is available in page 13

## Year 2

Category / Subject	Course Code	Title	No. of AUs
<b>CURRICULUM STUDIES</b>			
Physical Education	QPC620	Instructional Strategies in Teaching of Physical Education	3
	QPC621	Fitness and Conditioning	1
<b>CURRICULUM STUDIES (Select one)</b>			
Physical Education	QPC662	Hockey	2
	QPC669	Soccer	
	QPC670	Netball	
<b>CURRICULUM STUDIES (Select one)</b>			
Physical Education	QPC665	Curriculum Gymnastics	2
	QPC671	Dance	
<b>CURRICULUM STUDIES (Select one)</b>			
Physical Education	QPC663	Softball	2
	QPC664	Tennis	
<b>CURRICULUM STUDIES [Select one from the list of Arts/Science Curriculum Studies subjects under PGDE (Secondary) section]</b>			
		Arts/Science Curriculum Studies subjects*	9
<b>ACADEMIC SUBJECTS</b>			
Physical Education	QPA621	Foundations of Psychology & Motor Learning in Physical Activity	3
<b>PRACTICUM</b>			
	QPR622	Teaching Practice 2	10

\* Student teachers assigned English Language as their Curriculum Subject (CS) are required to undertake English Language Content Enhancement (ELCE) courses. Description of ELCE is available in page 13.

## **CONTENTS OF CORE COURSES AND PRESCRIBED ELECTIVES**

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### **EDUCATION STUDIES**

The courses for QED523-528 are described in Education Studies section under PGDE Programme, Teaching at Secondary Level.

### **CURRICULUM STUDIES**

#### **The Teaching of ....**

Descriptions of courses for Arts/Science Curriculum Studies subjects are available in Curriculum Studies section under PGDE Programme, Teaching at Secondary Level.

### **LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS**

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

Description of course is available in Language Enhancement and Academic Discourse Skills section under PGDE Programme, Teaching at Secondary Level.

## CURRICULUM STUDIES

### The Teaching of Physical Education

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	QPC520	Principles of Games	Core	2	-
	QPC521	Instructional Methods in Physical Education	Core	2	-
	QPC522	Outdoor Residential Camp	Core	1	-
	QPC562	Rugby	Prescribed	2	See @
	QPC563	Basketball	Prescribed	2	See @
	QPC567	Track and Field	Prescribed	2	See @
	QPC570	Swimming	Prescribed	2	See @
	QPC571	Badminton	Prescribed	2	See @
2	QPC572	Volleyball	Prescribed	2	See @
	QPC620	Instructional Strategies in Teaching of Physical Education	Core	3	-
	QPC621	Fitness and Conditioning	Core	1	-
	QPC662	Hockey	Prescribed	2	See @
	QPC663	Softball	Prescribed	2	See @
	QPC664	Tennis	Prescribed	2	See @
	QPC665	Curriculum Gymnastics	Prescribed	2	See @
	QPC669	Soccer	Prescribed	2	See @
	QPC670	Netball	Prescribed	2	See @
QPC671	Dance	Prescribed	2	See @	

@: 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.

## YEAR 1

### **QPC520 Principles of Games**

This course is designed to introduce student teachers to the management strategies and theories underpinning the teaching of games. A broad spectrum of lead-up games will be presented covering four classifications of invasion, net/barrier, striking/fielding and target to provide a systematic and creative understanding of the transferability of principles. Game-sense will be developed through an eclectic conceptual development using elements of 'play practice', sport education, and tactical approaches.

### **QPC521 Instructional Methods in Physical Education**

This course covers the foundation skills of planning, teaching and evaluating physical education including: content selection and development; organization; instructional strategies; time on task, and student management systems; observation of student performance; and feedback provision. Course format will include lectures, discussions, practical experiences, group work, and microteaching in a neighbourhood school.

### **QPC522 Outdoor Residential Camp**

This course provides student teachers with the essential knowledge, skills and experience in outdoor education that will allow them to conduct similar outdoor education activities in schools. The course employs the experiential learning approach to prepare student teachers in areas such as programme planning, logistics management, risk

assessment and safety management, expedition planning, execution of activities, facilitation skills, and programme evaluation. Ample emphasis is given to making outdoor education a positive learning experience.

## **QPC562 Rugby**

The form of Sport Education incorporating Games Concept Approach, Inquiry Based Learning, Hellison's Levels of Responsibility, Situated Learning, Problem Solving and Decision Making, Independent and Self Paced Learning will be explored. Instructional characteristics will include: Festive atmosphere, Record keeping/accountability/statistical analysis/match reports, Consistent team with draft, Formal scheduled competition, Sport Education Roles, Modified Games. It is intended to combine Sport Education and Games Concept Approach as both programs provide a focus of student centeredness, and the development of games play through the early immersion of students into modified games situations. The focus is not on traditional development of sports skills rather on wider learning outcomes. Student teachers will have the opportunity to complete the International Rugby Union (IRB) Level 1, The Australia Rugby Union SMART Program and gain recognition by the Singapore Sports Council as registered coaches.

## **QPC563 Basketball**

A variety of practical applications including:

- 1) individual on-ball and off-ball skill development,
- 2) team/game situations and
- 3) delivery of a basketball class using action-station and team-

teaching methods are used to improve skills and knowledge in basketball. Student teachers will be able to assimilate that knowledge (apply it into the Physical Education pedagogy context) in a fun learning-oriented environment.

### **QPC567 Track and Field**

This course is designed to equip teachers with the necessary knowledge and skills to teach selected Track and Field Events.

Biomechanical, physiological, anatomical, pedagogical and social issues and concepts will be used to show the link between the sciences and Track and Field events. The benefits of track and field as a vehicle for fun and fitness, as well as growth and development will be emphasised.

In the second part of this course, basic coaching of Track & Field events will be emphasized so as to enable teachers to take charge of Track & Field as a CCA in the schools.

### **QPC570 Swimming**

This course aims to develop introductory teaching skills and stroke competencies in swimming. Student teachers will learn how to teach swimming to beginners by employing basic learn-to-swim and lead-up activities. Student teachers will be expected to practise, acquire and, finally, demonstrate correct and efficient technique in at least three out of the four swimming strokes (frontcrawl, breaststroke, backstroke and butterfly). Other related skills of swimming such as floating, diving, and water games will also be introduced. Safety in and around

swimming pools (and other aquatic environments) will be emphasized in this course. This course is primarily activity-based and hence, participation is required. Student teachers will be required to be in proper swimming attire for each lesson.

### **QPC571 Badminton**

Badminton is a game that volleys a shuttlecock across a net with rackets. In this course student teachers will be introduced to a variety of methods in which beginners could acquire the basic volleying skills in badminton (such as the net shots, drop shots and drives). The aim of this course is to enable student teachers to improve their volleying skills in badminton so that they are equipped with adequate badminton skills and learning strategies to enable them to teach badminton in school. The student teachers will also learn the basic rules of the game so that they will be able to umpire games in the competitions.

### **QPC572 Volleyball**

This course is designed to equip teachers-to-be with the necessary basic skills and teaching points in order to teach volleyball in Singapore schools. Special attention will be paid to acquiring the basic skills in volleyball i.e. forearm pass (dig), the face pass (volley), the serve (underarm and overhand), the spike and the block. Emphasis is placed on small-group activity and how to organize and conduct small-group activity in the school situation. Ample practice, reinforced with sound teaching points, is given to the use of the basic skill/skills in small-group game situations. Information about the latest rules of

the game and referee hand signals will also be incorporated into the course.

## YEAR 2

### **QPC620 Instructional Strategies in Teaching of Physical Education**

This course, second in a series, builds on foundation pedagogical knowledge and skills appropriate for school students. It develops competence in a variety of teaching methods including inquiry, problem solving, group work and peer-teaching. Emphasis is placed on Mosston's teaching styles as well as concept approach to the teaching of games. The focus is on planning, teaching and evaluating situationally relevant lessons. Student teachers will be encouraged to refine their own teaching through systematic observation and analytic reflection. Course content will be presented through lectures, seminars, practical workshops, peer- and micro-teaching assignments in a neighbourhood school.

### **QPC621 Fitness & Conditioning**

This course is designed to help student teachers understand the theoretical and practical considerations regarding physical fitness and its development. Equal emphasis will be given to health related as well as performance related components of physical fitness. Various methods of training and testing for the components of physical fitness will be dealt with in practicals. Planning and writing training plans will be the concluding part of this course.

### **QPC662 Hockey**

The game of hockey, while inherently exciting, is usually poorly taught in schools and is consequently labeled a dangerous game. The course aims to provide Physical Education teachers with the necessary skills and knowledge to present the game in a safe, yet enjoyable manner to their students.

### **QPC663 Softball**

This course is designed to impart basic softball skills and knowledge to teachers for the purpose of teaching children in a school setting. The emphasis of the course is on providing ample opportunities to play the game as well as to learn how to demonstrate basic skills.

### **QPC664 Tennis**

This course is designed to assist student teachers develop their basic tennis skills to a level of efficiency which will enable them to introduce and teach the games to beginners in schools.

### **QPC665 Curriculum Gymnastics**

This course will introduce the curriculum gymnastics to student teachers by means of thematic movement concepts based largely on floor activities and incorporating small and large apparatus. The aims of curriculum gymnastics will be espoused. The basic vocabulary of movement will be enhanced with emphasis on the cognitive and affective development through the appropriate use of pedagogical styles. In addition, basic floor, kipping and vaulting skills will be

taught with a focus on a mechanical understanding of the techniques involved as well as developing appropriate progression and competent spotting and an understanding of the biomechanical principles involved. Advances in video and computer technology will be introduced to student teachers to enhance their ability to analyse movement qualitatively. Student teachers will enhance self-confidence to teach gymnastics in a safe and fun way.

### **QPC669 Soccer**

This course is designed to impart basic soccer skills and knowledge to teachers to be for the purpose of teaching children in a school setting. The emphasis of the course is on providing ample opportunities to play the game as well as to gain better knowledge on how to teach students.

### **QPC670 Netball**

The course is designed to impart basic netball skills and knowledge to teachers for the purpose of teaching children in a school setting. The course will teach the basic skills of footwork, ball skills, goal shooting, and attacking/defending, as well as the application of these skills and game concepts/tactics in game play.

### **QPC671 Dance**

Teaching methods and resource for the planning and instruction of folk and line dances in the primary and secondary school curriculum. Teachers will learn dances from different cultures reflecting a variety of styles and techniques. In addition, teachers are

introduced to the methods of leading creative dance experiences for children. The teaching methods used enable the design of lessons appropriate for a wide range of ages, interests and developmental stages. It also aims to give teachers a chance to discover the creative juice in them and draw on the elements of dance to create their own dances.

## ACADEMIC SUBJECTS

### Physical Education

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	QPA521	Growth and Motor Development	Core	2	-
	QPA522	Anatomical and Biomechanical Foundations of Physical Activity	Core	3	-
	QPA523	Physiology of Exercise	Core	2	-
	QPA524	Introduction to Physical Education & Sport	Core	2	-
2	QPA621	Foundations of Psychology & Motor Learning in Physical Activity	Core	3	Growth and Motor Development

#### QPA521 Growth and Motor Development

This course is designed to understand the relation between physical growth and motor development in children and adolescent. Various topics including stages, age related changes, individual differences, and gender differences in relation to growth and motor development will be covered during the course. In addition, interventional strategies to facilitate growth and motor development will be discussed. Implications for the teaching of physical education will be emphasized throughout the course.

#### QPA522 Anatomical and Biomechanical Foundations of Physical Activity

Structural anatomy deals with the knowledge and an understanding of the skeleton, 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 and anatomical concepts and principles

that govern human movement. The aim of this course is to enable student teachers to perform qualitative analyses of human movement using basic concepts of mechanics and anatomy in the context of PE and sports.

### **QPA523 Physiology of Exercise**

The principal areas covered include 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 associated exercise parameters and the part each plays in physical performance, health and fitness will be discussed in this course.

### **QPA524 Introduction to Physical Education & Sport**

This course emphasises 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 the structure of the Singapore Sports Council, National Sport Associations, Singapore Schools Sports Council and the Co-Curricular Activities Branch 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.

## **QPA621 Foundations of Psychology & Motor Learning in Physical Activity**

This course examines the foundations of sport and exercise psychology and the concepts and principles associated with skill acquisition. Specifically, the course will focus on topics and issues related to the social psychological variables that influence participation in physical activity and sport, the sport and exercise environments within which participants operate, as well as selected outcomes of such participation.

## PRACTICUM

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QPR522	Teaching Practice 1	Core	5	-
QPR622	Teaching Practice 2	Core	10	TP 1

The Practicum is a very important component of the PGDE programme. Its principal function is to provide student teachers with the opportunity to develop teaching competencies in a variety of instructional contexts and at different levels, under the guidance and supervision of cooperating teachers and university lecturers. They will learn from experienced cooperating teachers about the schooling process and prepare themselves for their roles and responsibilities in teaching.

During the Practicum, student teachers will be able to use the knowledge and skills acquired in the subjects they read at the university, and have opportunities to integrate theory and practice in schools.

The Practicum will comprise a 5-week Teaching Practice 1 (TP 1), conducted at the end of year 1, and a 10-week Teaching Practice 2 (TP 2), conducted in the second year of study.

### **QPR522 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.

## **QPR622      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 evaluation 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.