

**PGDE PROGRAMME SPECIALISING IN PRIMARY
SCHOOL TEACHING**

CURRICULUM STRUCTURE

The curriculum structures for various specialisations of the PGDE (Primary) programme are shown in Tables 2, 3 and 4 below:

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

Category/ Subject	Module Code	Title	No. of AUs
EDUCATION STUDIES			
	PED503	Instructional Technology	2
	PED504	Social Context of Teaching and Learning	2
	PED505	The Psychology of Pupil Development and the Learning Process	2
	PED506	Teaching and Classroom Management	2
EDUCATION STUDIES (Select 1)			
	PED530	Teacher as Researcher	2
	PED531	Assessment for Effective Learning	2
	PED532	Pupil Management in Primary Schools	2
	PED533	Helping Pupils with Special Educational Needs	2
	PED534	Moral Issues in Cross-curricular Perspective	2
	PED535	Message Design and Computer-based Instruction	2
	PED536	Strategies for Effective Thinking and Learning	2
	PED537	Understanding and Helping Pupils with High Intellectual Ability	2
	PED538	Making Learning Interesting	2
	PED539	Understanding Social Behaviour in School	2
	PED540	Developing Thinking Skills Through Instrumental Enrichment	2
	PED541	Assessment to Promote Thinking in Primary Schools	2
	PED542	What it Means to be a Teacher: Understanding the Practice of Teaching	2
	PED543	Developing Creativity in the Primary Classroom	2
	PED544	Strategies for Encouraging Problem-solving Talents in Lower Primary Children	2
	PED545	Developmental Perspectives on How Children Think and Learn	2
	PED546	The Application of Developmental Psychology in Teaching and Learning	2
	PED547	Assessment of Higher Order Learning in Primary Schools	2
	PED548	Instructional Strategies and Learning Effectiveness	2

Category/ Subject	Module Code	Title	No. of AUs
	PED549	Using the Project Approach with Primary School Children	2
	PED550	The Psychology of Learning and Memory	2
CURRICULUM STUDIES			
English Language	PCE501	Integrating the Primary Language Arts: Teaching Reading and Writing	5
	PCE502	Developing Literacy through the Creative Arts	2
Mathematics	PCM505	Principles and Practice of Primary Mathematics	3
	PCM506	Fostering Mathematical Thinking	3
	PCM507	Assessment in Mathematics	2
CURRICULUM STUDIES (Select either Art, Music, Social Studies or Science)			
Art	PCA501	Art Education in the Primary School and Art Processes I	2
	PCA502	The Art Curriculum and Teaching Resources	2
	PCA503	Art Processes II	1
Music	PCI501	Classroom Skills for Music Teaching	3
	PCI502	Primary School Music Syllabus	2
Social Studies	PCL501	Planning and Teaching Social Studies in the Primary Schools	4
	PCL502	Teaching Social Studies through Fieldwork	1
Science	PCS501	Primary Science Curriculum Analysis and Instructional Strategies	3
	PCS502	Primary Science: Assessment and Resources	2
PRACTICUM			
	PPR501❖	Practicum	0
LANGUAGE ENRICHMENT AND ACADEMIC DISCOURSE SKILLS			
Use of English in Teaching	PCU501☒	Use of English in Teaching	0

❖ Although the Practicum carries zero AUs, a trainee teacher must pass the Practicum before he/she can be awarded the PGDE.

☒ This module is offered on a Pass/Fail basis. The module must be passed in order to fulfil programme requirements.

Table 3 : Curriculum Structure of the PGDE (Teaching of CL/ML/TL at Primary Level) Programme#

Category/ Subject	Module Code	Title	No. of Aus
EDUCATION STUDIES			
	PED503	Instructional Technology	2
	PED504	Social Context of Teaching and Learning	2
	PED505	The Psychology of Pupil Development and the Learning Process	2
	PED506	Teaching and Classroom Management	2
EDUCATION STUDIES (Select 1)			
	PED530	Teacher as Researcher	2
	PED531	Assessment for Effective Learning	2
	PED532	Pupil Management in Primary Schools	2
	PED533	Helping Pupils with Special Educational Needs	2
	PED534	Moral Issues in Cross-curricular Perspective	2
	PED535	Message Design and Computer-based Instruction	2
	PED536	Strategies for Effective Thinking and Learning	2
	PED537	Understanding and Helping Pupils with High Intellectual Ability	2
	PED538	Making Learning Interesting	2
	PED539	Understanding Social Behaviour in School	2
	PED540	Developing Thinking Skills Through Instrumental Enrichment	2
	PED541	Assessment to Promote Thinking in Primary Schools	2
	PED542	What it Means to be a Teacher: Understanding the Practice of Teaching	2
	PED543	Developing Creativity in the Primary Classroom	2
	PED544	Strategies for Encouraging Problem-solving Talents in Lower Primary Children	2
	PED545	Developmental Perspectives on How Children Think and Learn	2
	PED546	The Application of Developmental Psychology in Teaching and Learning	2
	PED547	Assessment of Higher Order Learning in Primary Schools	2
	PED548	Instructional Strategies and Learning Effectiveness	2
	PED549	Using the Project Approach with Primary School Children	2
	PED550	The Psychology of Learning and Memory	2

cont'd

Category/ Subject	Module Code	Title	No. of AUs
CURRICULUM STUDIES (Select either Chinese, Malay or Tamil Language)			
Chinese Language	PCC501	Teaching of Chinese Language 1	3
	PCC502	Teaching of Chinese Language 2	3
	PCC503	Teaching of Chinese Language 3	3
	PCC504	Teaching of Chinese Language 4	2
	PCC505	Teaching of Chinese Language 5	2
Malay Language	PCD500	Teaching of Malay Language 1	3
	PCD501	Teaching of Malay Language 2	3
	PCD502	Teaching of Malay Language 3	3
	PCD503	Teaching of Malay Language 4	2
	PCD504	Teaching of Malay Language 5	2
Tamil Language	PCT501	Teaching of Tamil Language 1	3
	PCT502	Teaching of Tamil Language 2	3
	PCT503	Teaching of Tamil Language 3	3
	PCT504	Teaching of Tamil Language 4	2
	PCT505	Teaching of Tamil Language 5	2
CURRICULUM STUDIES (Select the same language as in first Curriculum Studies)			
Moral Education (Chinese)	PCZ501	Teaching of Moral Education 1 (Chinese)	3
	PCZ502	Teaching of Moral Education 2 (Chinese)	1
Moral Education (Malay)	PCZ503	Teaching of Moral Education 1 (Malay)	3
	PCZ504	Teaching of Moral Education 2 (Malay)	1
Moral Education (Tamil)	PCZ505	Teaching of Moral Education 1 (Tamil)	3
	PCZ506	Teaching of Moral Education 2 (Tamil)	1
PRACTICUM			
	PPR501❖	Practicum	0
LANGUAGE ENRICHMENT AND ACADEMIC DISCOURSE SKILLS (Select the same language as in first Curriculum Studies)			
Use of Chinese in Teaching	PCU504	Use of Chinese in Teaching 1	1
	PCU505	Use of Chinese in Teaching 2	1
Use of Malay in Teaching	PCU506	Use of Malay in Teaching 1	1
	PCU507	Use of Malay in Teaching 2	1
Use of Tamil in Teaching	PCU508	Use of Tamil in Teaching 1	1
	PCU509	Use of Tamil in Teaching 2	1

❖ Although the Practicum carries zero AUs, a trainee teacher must pass the Practicum before he/she can be awarded the PGDE.

Trainee teachers under this programme who did not major in Chinese Language/Literature at university level are to refer to Table 4.

Table 4: Curriculum Structure of the PGDE (Teaching of CL at Primary Level) Programme for graduates who did not major in Chinese Language/ Literature at university level

Category/ Subject	Module Code	Title	No. of AUs
EDUCATION STUDIES			
	PED503	Instructional Technology	2
	PED504	Social Context of Teaching and Learning	2
	PED505	The Psychology of Pupil Development and the Learning Process	2
	PED506	Teaching and Classroom Management	2
EDUCATION STUDIES (Select 1)			
	PED530	Teacher as Researcher	2
	PED531	Assessment for Effective Learning	2
	PED532	Pupil Management in Primary Schools	2
	PED533	Helping Pupils with Special Educational Needs	2
	PED534	Moral Issues in Cross-curricular Perspective	2
	PED535	Message Design and Computer-based Instruction	2
	PED536	Strategies for Effective Thinking and Learning	2
	PED537	Understanding and Helping Pupils with High Intellectual Ability	2
	PED538	Making Learning Interesting	2
	PED539	Understanding Social Behaviour in School	2
	PED540	Developing Thinking Skills Through Instrumental Enrichment	2
	PED541	Assessment to Promote Thinking in Primary Schools	2
	PED542	What it Means to be a Teacher: Understanding the Practice of Teaching	2
	PED543	Developing Creativity in the Primary Classroom	2
	PED544	Strategies for Encouraging Problem-solving Talents in Lower Primary Children	2
	PED545	Developmental Perspectives on How Children Think and Learn	2
	PED546	The Application of Developmental Psychology in Teaching and Learning	2
	PED547	Assessment of Higher Order Learning in Primary Schools	2
	PED548	Instructional Strategies and Learning Effectiveness	2
	PED549	Using the Project Approach with Primary School Children	2
	PED550	The Psychology of Learning and Memory	2

cont'd

Category/ Subject	Module Code	Title	No. of AUs
CURRICULUM STUDIES			
Chinese Language	PCC501	Teaching of Chinese Language 1	3
	PCC502	Teaching of Chinese Language 2	3
	PCC503	Teaching of Chinese Language 3	3
	PCC504	Teaching of Chinese Language 4	2
	PCC505	Teaching of Chinese Language 5	2
CURRICULUM STUDIES			
Moral Education (Chinese)	PCZ501	Teaching of Moral Education 1 (Chinese)	3
	PCZ502	Teaching of Moral Education 2 (Chinese)	1
ACADEMIC SUBJECT			
Chinese Language & Literature	PAC501	Chinese Grammar	4
	PAC502	Chinese Rhetoric	2
	PAC503	Chinese Lexicology	2
	PAC504	Chinese Etymology	2
	PAC505	Critical Reading and Writing in Chinese I	3
	PAC506	Critical Reading and Writing in Chinese II	3
PRACTICUM			
	PPR501 ❖	Practicum	0
LANGUAGE ENRICHMENT AND ACADEMIC DISCOURSE SKILLS			
Use of Chinese in Teaching	PCU504	Use of Chinese in Teaching 1	1
	PCU505	Use of Chinese in Teaching 2	1

- ❖ Although the Practicum carries zero AUs, a trainee teacher must pass the Practicum before he/she can be awarded the PGDE.

CONTENTS OF CORE MODULES AND PRESCRIBED ELECTIVES

EDUCATION STUDIES

Education Studies will acquaint trainee teachers with the key concepts and principles in education that are necessary for effective instruction and reflective practice in primary schools. The modules will deal with pupil development, the social context within which schooling operates, the application of psychology in teaching and learning, proactive approaches to develop creative and critical thinking skills and the use of instructional technologies in the classroom.

The component comprises two groups of modules namely *CORE MODULES* and *PRESCRIBED ELECTIVES*. The core modules are compulsory as they deal with basic educational concepts and principles. The prescribed electives allow choices which are intended to provide trainee teachers with an opportunity for in-depth and rigorous study of some significant areas in the field of education and to serve as a basis for the application of educational principles in a variety of instructional contexts.

Education Studies

Module Code	Title	Module Category	No. of AUs	Pre-requisites
PED503	Instructional Technology	Core	2	-
PED504	Social Context of Teaching and Learning	Core	2	-
PED505	The Psychology of Pupil Development and the Learning Process	Core	2	-
PED506	Teaching and Classroom Management	Core	2	-
PED530	Teacher as Researcher	Prescribed	2	-
PED531	Assessment for Effective Learning	Prescribed	2	-
PED532	Pupil Management in Primary Schools	Prescribed	2	-
PED533	Helping Pupils with Special Educational Needs	Prescribed	2	-
PED534	Moral Issues in Cross-curricular Perspective	Prescribed	2	-
PED535	Message Design and Computer-based Instruction	Prescribed	2	-
PED536	Strategies for Effective Thinking and Learning	Prescribed	2	-
PED537	Understanding and Helping Pupils with High Intellectual Ability	Prescribed	2	-
PED538	Making Learning Interesting	Prescribed	2	-
PED539	Understanding Social Behaviour in School	Prescribed	2	-
PED540	Developing Thinking Skills Through Instrumental Enrichment	Prescribed	2	-
PED541	Assessment to Promote Thinking in Primary Schools	Prescribed	2	-
PED542	What it Means to be a Teacher: Understanding the Practice of Teaching	Prescribed	2	-
PED543	Developing Creativity in the Primary Classroom	Prescribed	2	-
PED544	Strategies for Encouraging Problem-solving Talents in Lower Primary Children	Prescribed	2	-
PED545	Developmental Perspectives on How Children Think and Learn	Prescribed	2	-
PED546	The Application of Developmental Psychology in Teaching and Learning	Prescribed	2	-
PED547	Assessment of Higher Order Learning in Primary Schools	Prescribed	2	-
PED548	Instructional Strategies and Learning Effectiveness	Prescribed	2	-

cont'd

Module Code	Title	Module Category	No. of Aus	Pre-requisites
PED549	Using the Project Approach with Primary School Children	Prescribed	2	-
PED550	The Psychology of Learning and Memory	Prescribed	2	

PED503 Instructional Technology

Learning, thinking, and the effective use of instructional technologies in the classroom; instructional planning models; selecting, creating, evaluating, and integrating instructional technologies and resource materials; promoting creativity and complex thinking through IT project work activities; organising and managing instructional activities with appropriate IT resources in the classroom.

PED504 Social Context of Teaching and Learning

The historical development, structure and organisation of the Singapore education system; key education policies. Sociological perspectives on teaching, learning and socialisation: the school and society; home and school; effective school organisation; teaching as a profession. Philosophical perspectives on teaching and learning: the concept of education; moral education; authority, freedom and education.

PED505 The Psychology of Pupil Development and the Learning Process

Understanding different aspects of child development and how these influence the teaching and learning processes. Physical changes in childhood, stages of moral development, psychosocial developmental tasks and the self-concept, and theories of intellectual development. Application of psychological principles and learning theories to classroom learning; understanding how pupils learn and how some pupils fail to learn; proactive approaches to motivate and enhance learning, develop creative and critical thinking and problem-solving skills; remedial measures to help weaker pupils.

PED506 Teaching and Classroom Management

Emphasis on the application of pedagogical knowledge and instructional skills for facilitating learning, the understanding of different models of classroom management and the role of classroom management in fostering academic achievement and appropriate pupil behaviour in different classroom settings, such as, computer and science laboratories, subject rooms, and the process of evaluating teaching-learning process. In addition, the importance of the practice of proactive classroom management and positive interpersonal teacher behaviour on classroom learning is stressed.

PED 530 Teacher as Researcher

Understanding children's socio-cultural contexts and implications for a permeable curriculum. The teacher as researcher and approaches to professional inquiry. Exploring appropriate teacher research methodologies: case study and action research. Understanding and using data collection tools: questionnaires, interest inventories, interviews, observations, portfolios, professional journal keeping. Interpreting the data, presenting research results, writing a research report. Planning, implementing and reporting on an action research project to be done during Practicum.

PED531 Assessment for Effective Learning

Role of assessment in the learning process; assessment practices in Singapore schools; basic knowledge and practical skills of monitoring and assessing pupils' learning; essentials of measurement in the cognitive, affective and behavioural domains, the use and construction of classroom tests; item analysis and test reporting; basic statistics for educational measurement; use of computers in educational assessment; evaluation of teaching and learning.

PED532 Pupil Management in Primary Schools

Principles and practice of Pastoral Care and Career Guidance and its introduction to Singapore schools; group dynamics in the classroom and techniques in developmental group guidance; social and psychosocial factors affecting the personal development and learning of pupils; assessment of guidance needs; the place of career education in primary schools; the helping process and basic counselling skills.

PED533 Helping Pupils with Special Educational Needs

Issues and problems of pupils with special educational needs; low achievers; slow learners; underachievers; gifted and talented pupils; identification and diagnosis of needs; nature and nurture; causes; characteristics; differentiated curricula; types of educational programmes available; strategies and teaching approaches.

PED534 Moral Issues in Cross-curricular Perspective

Morality as subject and as process. How teachers educate for commitment; the will to act and the development of morally important skills. Curriculum subjects as sources for moral teaching; extra-curricular subjects and moral development. Implications for primary school teaching in Singapore.

PED535 Message Design and Computer-based Instruction

The application of effective instructional message design principles to design, develop and evaluate a small computer-based learning project. The use of a variety of software technologies, including appropriate authoring tools to create courseware materials for web-based delivery or for stand-alone use.

PED536 Strategies for Effective Thinking and Learning

The place of thinking skills in teaching and learning; different types of thinking skills; role of the teacher in creating a learning environment conducive for thinking; relevant thinking programmes and their implications for classroom practice; teaching thinking skills to enhance learning; observing, monitoring and evaluating the development of thinking skills in the learner.

PED537 Understanding and Helping Pupils with High Intellectual Ability

Definitions; issues and research; concept of "high intellectual potential"; identification and assessment procedures; nurturing of giftedness and talents; fostering the growth and development of high ability; special educational provisions in primary schools; the importance of the home and school in fostering the achievement of pupils' learning.

PED538 Making Learning Interesting

Teacher as a motivator; motivating and demotivating factors affecting learning; strategies for motivating different types of learners.

PED539 Understanding Social Behaviour in School

An understanding of social behaviour in school and in the classroom. How teachers and students think about and interact with others; how students think about their own attitudes and behaviour and how these are influenced by situational and social factors. Specific topics include self-esteem, social identity, helping and aggressive behaviour, obedience & conformity, leadership, and intimate relationship.

PED540 Developing Thinking Skills Through Instrumental Enrichment

A powerful thinking strategy developed by Reuven Feuerstein. The foundation of clear thinking and transfer of what pupils learn in the classroom to beyond. Practical tools and activities to develop the concept of mediated learning, strategies for overcoming cognitive difficulties and the creation of lifelong learners. Thinking strategies and skills, instruments and techniques, Instrumental Enrichment, the teacher as mediator and the cognitive map.

PED541 Assessment to Promote Thinking in Primary Schools

Understanding and applying the basic principles in assessment to the classroom situation. Basic knowledge and practical skills to manage and monitor pupils' learning at the primary level. Covers alternative assessment to assess different thinking skills.

PED542 What it Means to be a Teacher: Understanding the Practice of Teaching

Developing a more reasoned understanding of the nature of the practice of teaching; the uncertainties of teaching; teaching as transition of knowledge and skills and as transformation of character, values, understanding, and thinking; teaching as a moral (and intellectual) endeavour; teaching learning; selections from teacher autobiographies, teacher case studies, and scholastic writings on teaching.

PED543 Developing Creativity in the Primary Classroom

The psychological principles of creativity development; essential concepts and techniques for promoting and assessing creative thinking in the classroom; the qualities of the creative product; procedures of the creative process; characteristics of the creative person; conditions of the creative environment; psychometric and consensual approaches to the assessment of creativity and individual differences in creativity.

PED544 Strategies for Encouraging Problem-solving Talents in Lower Primary Children

The requisite knowledge, skills, and values to effectively maximise problem-solving potential in lower primary school children; how young children think and learn and how they make sense of their world; individual differences in children in terms of their developing problem-solving skills and abilities; the ability-driven curriculum and the development of talents and abilities; how to nurture young children's understanding, and self-motivation; teaching strategies to extend young children's natural curiosity, their enjoyment of discovering and inventing, and their pride in their achievements; a focus on child-centred activity in the lower primary classroom.

PED545 Developmental Perspectives on How Children Think and Learn

The many images of childhood as presented by key developmental theorists and the new ideas, research and practical lessons for teachers that have emerged from recent research in the last decade; the central importance of understanding children's conceptual development if we are to help them think and learn; individual differences in children's achievements and experiences at school, and a focus on the implications for educational practice.

PED546 The Application of Developmental Psychology in Teaching and Learning

How individuals develop and change through the life span; the fundamental concepts and characteristics of developmental psychology, basic theories of human development, research methods and recent findings related to human development; human development and individual differences; factors influencing development; cognitive development and relevant theories; personality development and relevant theories; social and moral development and relevant theories; implications of these theories for learning and teaching and their application in the classroom.

PED547 Assessment of Higher Order Learning in Primary Schools

Understanding and application of principles of assessment in the classroom; present and future developments in the field of assessment to promote thinking and higher-order learning; the knowledge and skills to develop suitable quality assessments for the different thinking skills; design of appropriate scoring rubrics for judging student performance; interpretation of assessment results for different purposes.

PED548 Instructional Strategies and Learning Effectiveness

Careful planning and implementation of instruction for effective learning; various instructional strategies such as whole-class teaching, small group instruction, group work, individual instruction, out-of-classroom instruction, games and simulation and their effective implementation for facilitating learning in the classroom; the importance of empowerment of students in learning and the teaching of thinking and learning strategies to students during the process of instruction.

PED549 Using the Project Approach with Primary School Children

The processes of project work: Planning the project, conducting fieldwork, documenting and representing information. The learning environment, role of the teacher and assessment. A project is included as part of the assessment.

PED550 The Psychology of Learning and Memory

An introduction to learning and memory. It will examine how knowledge is acquired, stored, and retrieved. In addition, different ways in which learning and recollection can be maximised will be investigated. The lectures will give trainee teachers an overview of the pertinent issues. Using computerised experiment generators, debates and mini learning activities, the tutorials will give trainee teachers deeper insight on the phenomena examined in the lectures. At the end of the course, trainee teachers are expected to be able to discuss, evaluate, and apply findings from research on learning and memory.

CURRICULUM STUDIES

The Curriculum Studies options are teaching subjects relevant to the needs of primary schools. The aim in teaching Curriculum Studies is to train the trainee teacher in the methods and techniques of teaching that subject at the primary school level.

The Teaching of Art

Module Code	Title	Module Category	No. of AUs	Pre-requisites
PCA501	Art Education in the Primary School and Art Processes I	Core	2	-
PCA502	The Art Curriculum and Teaching Resources	Core	2	-
PCA503	Art Processes II	Core	1	-

PCA501 Art Education in the Primary School and Art Processes I

Introduction to the foundations of contemporary art education and to theories relating to the development of children's art. Art appreciation through critical studies as well as two-dimensional art activities that will increase students' own understanding of the creative thinking and practical processes appropriate to primary art teaching.

PCA502 The Art Curriculum and Teaching Resources

Introduction to the trends and developments in the Art Curriculum, incorporating MOE Curriculum initiatives such as National Education. The development and production of

resources for primary art teaching. The planning, organisation and follow-up of an art visit.

PCA503 Art Processes II

Exploratory experiences in a variety of three-dimensional art activities relevant to teaching and learning at the primary level.

The Teaching of Chinese Language

Module Code	Title	Module Category	No. of AUs	Pre-requisites
PCC501	Teaching of Chinese Language 1	Core	3	-
PCC502	Teaching of Chinese Language 2	Core	3	-
PCC503	Teaching of Chinese Language 3	Core	3	-
PCC504	Teaching of Chinese Language 4	Core	2	-
PCC505	Teaching of Chinese Language 5	Core	2	-

PCC501 Teaching of Chinese Language 1

The aims and objectives of teaching Chinese at the primary level. Theories of language learning and acquisition, the Chinese Language syllabus and the understanding of learner's background. The various approaches to the teaching of vocabulary and modern Chinese grammar. The objectives of teaching speaking and listening skills, the theoretical basis of audiolingual and communicative teaching methods and the use of the language laboratory and various approaches to the teaching of listening and speaking. Use of IT in the teaching of Chinese Language and application of thinking skills in the context of Chinese Language.

PCC502 Teaching of Chinese Language 2

The objectives and theoretical foundations of teaching reading and writing. The development of reading and writing skills and the various approaches to the teaching of reading and writing.

PCC503 Teaching of Chinese Language 3

The objectives and the various methods in the teaching of Chinese character writing skills. The objectives and various approaches in the teaching of recognition of Chinese characters. The various components as related to the recognition of Chinese characters.

PCC504 Teaching of Chinese Language 4

The objectives and the various forms of Chinese language testing, the construction of test items and item analysis. The application of reliability, validity for the construction of Chinese language test items at primary level.

PCC505 Teaching of Chinese Language 5

The objectives of teaching children's literature. The selection of suitable materials for reading and the planning of activities in the teaching of children's literature. Use of Internet resources and CD-ROM for teaching.

The Teaching of English Language

Module Code	Title	Module Category	No. of AUs	Pre-requisites
PCE501	Integrating the Primary Language Arts: Teaching Reading and Writing	Core	5	-
PCE502	Developing Literacy Through the Creative Arts	Core	2	-

PCE501 Integrating the Primary Language Arts: Teaching Reading and Writing

The teaching of the oral and written English language in the primary schools grounded in current theory, principles and approaches. Includes methods of integrating the four major language skills: listening, speaking, reading and writing with an emphasis on the development of critical thinking.

PCE502 Developing Literacy Through the Creative Arts

Techniques for enriching pupils' language experiences in the Integrated Language Arts classroom. Pedagogical practices which encourage literacy development through creative activities and responses to children's literature. Includes use of IT resources.

The Teaching of Malay Language

Module Code	Title	Module Category	No. of AUs	Pre-requisites
PCD500	Teaching of Malay Language 1	Core	3	-
PCD501	Teaching of Malay Language 2	Core	3	-
PCD502	Teaching of Malay Language 3	Core	3	-
PCD503	Teaching of Malay Language 4	Core	2	-
PCD504	Teaching of Malay Language 5	Core	2	-

PCD500 Teaching of Malay Language 1

The theoretical and practical understanding for the Malay Language curriculum in primary schools. Theories and approaches in language acquisition and learning: the behaviouristic theory, etc, various language teaching and learning methods and techniques. The process of vocabulary acquisition and development, including teaching of Malay proverbs.

PCD501 Teaching of Malay Language 2

Reading processes, 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 in Malay. Reading activities and programmes at the primary level.

PCD502 Teaching of Malay Language 3

Understanding of the writing process, the various types of writing, the levels of writing skills and the teaching evaluation of writing skills. Oral and speaking skills. The teaching of listening and speaking skills.

PCD503 Teaching of Malay Language 4

The process of vocabulary acquisition and development, teaching and learning strategies including the teaching of Malay proverbs. The use of computer and IT-based materials in the teaching of Malay language. Teaching and learning of Malay grammar at primary level.

PCD504 Teaching of Malay Language 5

Basic concepts of testing, the construction and administration of tests, item analysis and developing language tests in Malay. Testing language skills such as listening, speaking, reading and writing in Malay at the primary school level.

The Teaching of Mathematics

Module Code	Title	Module Category	No. of AUs	Pre-requisites
PCM505	Principles and Practice of Primary Mathematics	Core	3	-
PCM506	Fostering Mathematical Thinking	Core	3	-
PCM507	Assessment in Mathematics	Core	2	-

PCM505 Principles and Practice of Primary Mathematics

Overview of aims and philosophy of mathematics education. The Singapore Mathematics curriculum with special emphasis on the primary level. The approaches to teaching discussed are underpinned by psychological theories and pedagogical principles about the teaching and learning of mathematics in relation to primary school children. Basic mathematical skills (to include number sense, interpreting data, communicating, justifying and estimation) and strategies to enhance these skills. Concept formation, skill retention and reinforcement with respect to selected primary school mathematics topics (e.g. numeration, arithmetical operations, factors, multiples, fractions, ratio and proportion, percent) through the use of discourse, manipulatives (including the abacus) and technology (e.g. calculator and computer). Preparing lesson plans and schemes of work, selecting appropriate exercises from textbooks and other resources and using mental mathematics effectively.

PCM506 Fostering Mathematical Thinking

Meaning of mathematical thinking. Routine and non-routine problems. Problem solving heuristics/strategies. Problem posing, problem solving and investigations. Mathematical modelling, communication and connections. Metacognition and affective factors in problem solving. Use of games, IT and worksheets. How to teach selected topics from the primary school Mathematics syllabus (e.g. geometric shapes, nets, symmetry, tessellation, length, perimeter, area, volume, time, graphs) so as to foster creativity and mathematical thinking.

PCM507 Assessment in Mathematics

Overview of assessing, testing and evaluating. Traditional assessment modes [e.g. multiple choice questions (MCQ), using paper and pencil] and preparing a table of specifications and MCQ items. Alternative forms of assessment in mathematics (e.g. project work, portfolios, journals, performance assessment, and student-constructed questions). Rubric for scoring alternative forms of assessment (including holistic and analytic scoring). Group evaluation. Diagnosis (including error analysis) and remediation.

The Teaching of Moral Education (Chinese/Malay/Tamil)

Trainee teachers doing Teaching of Chinese Language will do PCZ501/2. Trainee teachers doing Teaching of Malay Language will do PCZ503/4 while those doing Teaching of Tamil Language will do PCZ505/6.

Module Code	Title	Module Category	No. of AUs	Pre-requisites
PCZ501	Teaching of Moral Education 1 (Chinese)	Core	3	-
PCZ502	Teaching of Moral Education 2 (Chinese)	Core	1	-
PCZ503	Teaching of Moral Education 1 (Malay)	Core	3	-
PCZ504	Teaching of Moral Education 2 (Malay)	Core	1	-
PCZ505	Teaching of Moral Education 1 (Tamil)	Core	3	-
PCZ506	Teaching of Moral Education 2 (Tamil)	Core	1	-

PCZ501 Teaching of Moral Education 1 (Chinese)

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

PCZ502 Teaching of Moral Education 2 (Chinese)

Special emphasis on five core values and family values in the multicultural context of Singapore, cultural patterns and the religions and festivals of different races.

PCZ503 Teaching of Moral Education 1 (Malay)

An introduction to the study of moral education. The aims of moral education and the four approaches, i.e. the cultural transmission approach, consideration approach, cognitive developmental approach and values clarification approach. The Singapore curriculum and its objectives.

PCZ504 Teaching of Moral Education 2 (Malay)

An overview of the primary school Moral Education programme. The aims and objectives, the approaches, techniques and strategies and preparation of teaching plans. Hands-on experience and the preparation of specific lessons. The concepts and core values in moral education, core and the shared values across different cultures. The implementation of moral education in the school environment.

PCZ505 Teaching of Moral Education 1 (Tamil)

Various approaches to the teaching of moral education and the question of core and shared values in Singapore. The Moral Education curriculum at the primary school level and the teaching of moral education through cultural transmission, cognitive development, consideration and values clarification, as well as the critique and evaluation of such approaches. The meaning of life and promotion of understanding and acceptance of different races in Singapore. The Singapore heritage, the Singapore Constitution and attempts to develop an understanding of the various races, cultures and religions in Singapore.

PCZ506 Teaching of Moral Education 2 (Tamil)

The Good Citizen programme. Special emphasis on core values such as Love and Humanity, Filial Piety, Harmonious Family, Courtesy, Responsibility, Compassion and Loyalty. Hands-on experience and preparation of specific lessons.

The Teaching of Music

Module Code	Title	Module Category	No. of AUs	Pre-requisites
PCI501	Classroom Skills for Music Teaching	Core	3	ABRSM Grade V
PCI502	Primary School Music Syllabus	Core	2	or equivalent

PCI501 Classroom Skills for Music Teaching

Development of general musicianship skills towards analysing and diagnosing appropriate instructional goals, objectives, music teaching strategies and teaching materials for the primary schools. The Kodaly handsigns, rhythm names, keyboard skills, use of IT, basic recorder techniques and other relevant skills needed to teach primary school music in Singapore.

PCI502 Primary School Music Syllabus

The Music syllabus in Singapore primary schools, and how this syllabus supports the different educational policies (e.g. National Education). The rationale, background and philosophy of the module, together with practical experience of the musical materials used in the course. Lesson planning, presentation and evaluation.

The Teaching of Science

Module Code	Title	Module Category	No. of AUs	Pre-requisites
PCS501	Primary Science Curriculum Analysis and Instructional Strategies	Core	3	-
PCS502	Primary Science: Assessment and Resources	Core	2	-

PCS501 Primary Science Curriculum Analysis and Instructional Strategies

Scientific inquiry as the base for teaching and learning primary science. The goals and objectives of the Primary Science curriculum; analysis of the syllabus, science textbooks, and other curricular materials. The principles and methods of teaching primary science: concept formation, the structure of knowledge and concept mapping, development and use of science process skills, inquiry learning approach, expository teaching, problem solving and investigative science activities, conditions necessary for class instruction and activities, and small group or individual methods of teaching.

PCS502 Primary Science: Assessment and Resources

Non-formal and formal methods of assessment of pupil learning in primary science; construction and use of different modes of class assessment; the underlying concepts and principles of assessment; table of specification; multiple-choice questions and item analysis; assessment of science process skills in both written and practical tests; analysis of test results for evaluative and diagnostic purposes leading to making decisions about the effectiveness of science learning; use of IT, teaching aids and resources; the organisation and management of pupils in the use of the science activity corner and the science room or the science garden.

The Teaching of Social Studies

Module Code	Title	Module Category	No. of AUs	Pre-requisites
PCL503	Planning and Teaching Social Studies in the Primary Schools	Core	3	-
PCL504	Teaching Social Studies through Fieldwork	Core	2	-

PCL503 Planning and Teaching Social Studies in the Primary Schools

An understanding of social studies in the primary school. The demands of the syllabus, basic concepts, resources and teaching methods including the use of information technology and critical thinking.

PCL504 Teaching Social Studies through Fieldwork

How to organise and carry out fieldtrips to selected places of geographical and historical interest in Singapore. Formal and informal assessment modes and instruments pertaining to social studies in class and field situations.

The Teaching of Tamil Language

Module Code	Title	Module Category	No. of AUs	Pre-requisites
PCT501	Teaching of Tamil Language 1	Core	3	-
PCT502	Teaching of Tamil Language 2	Core	3	-
PCT503	Teaching of Tamil Language 3	Core	3	-
PCT504	Teaching of Tamil Language 4	Core	2	-
PCT505	Teaching of Tamil Language 5	Core	2	-

PCT501 Teaching of Tamil Language 1

Part 1: The teaching of Tamil as a second language in primary schools. Current theories and principles underlying the teaching of Tamil. Various methods and techniques for the teaching of the four language skills, namely, listening, speaking, reading and writing. Current issues in language teaching such as the use of error analysis as an effective teaching tool in the classroom and the importance of extensive reading and writing.

Part 2: Preparation of the trainee 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.

PCT502 Teaching of Tamil Language 2

An introduction to the Tamil alphabet, methods of teaching silent reading and reading aloud, vocabulary building and extensive reading at second language level. Integration of thinking skills in teaching of reading.

PCT503 Teaching of Tamil Language 3

The teaching of writing, spelling, dictation and composition. Various approaches to the teaching of writing the Tamil alphabet, types of composition, composition marking and spelling and dictation. The use of IT in teaching of Tamil language.

PCT504 Teaching of Tamil Language 4

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

PCT505 Teaching of Tamil Language 5

The principles of testing in Tamil language and literature. The characteristics of good tests, tests used in the schools, the construction of classroom tests, the development of tables of specifications, the preparation of marking

schemes and the interpretation of test scores.
High and low order thinking skills in testing.

ACADEMIC SUBJECT

Chinese Language and Literature

Trainee teachers under the PGDE (Teaching of CL at Primary Level) programme who did not major in Chinese Language/ Literature at university level are required to offer 16 AUs of enrichment modules in Chinese Language and Literature.

Module Code	Title	Module Category	No. of AUs	Pre-requisites
PAC501	Chinese Grammar	Core	4	-
PAC502	Chinese Rhetoric	Core	2	-
PAC503	Chinese Lexicology	Core	2	-
PAC504	Chinese Etymology	Core	2	-
PAC505	Critical Reading and Writing in Chinese I	Core	3	-
PAC506	Critical Reading and Writing in Chinese II	Core	3	-

PAC501 Chinese Grammar

A description of the system of modern Chinese grammar. The structural properties and sentence patterns of Chinese in functional terms. The syntax of modern Chinese grammar and recent developments in modern Chinese grammar in China and their influence on the language. How to analyse various types of sentences in modern Chinese.

PAC502 Chinese Rhetoric

The study of modern Chinese rhetoric. Rhetoric in the various genres of Chinese writing and its functional application.

PAC503 Chinese Lexicology

A general survey of Chinese vocabulary, word formation and sense relationship between words in Chinese lexicology. Semantic changes in words and the structure of Chinese idioms and proverbs.

PAC504 Chinese Etymology

The various categories of Chinese characters, the analysis of the radicals of Chinese characters and the development of Chinese characters in Chinese etymology.

PAC505 Critical Reading and Writing in Chinese I

Texts from various genres in Modern and Semi-Classical Chinese exploring the areas of literature, language, education, culture and society. Basic training in critical reading and creative writing in the language.

PAC506 Critical Reading and Writing in Chinese II

Selected texts in both Modern and Classical Chinese for intensive reading and close analysis. Training in making literary judgement and developing writing skill.

PRACTICUM

Module Code	Title	Module Category	No. of AUs	Pre-requisites
PPR501 ❖	Practicum	Core	0	-

- ❖ Although the Practicum carries zero AUs, a trainee teacher must pass the Practicum before he/she can be awarded the PGDE.

PPR501 Practicum

The Practicum is a very important part of the PGDE (Primary) programme. Its principal function is to provide the trainee teachers with the opportunity to use knowledge and skills introduced in the Education Studies and Curriculum Studies courses and attempt to integrate theory into practice, and to develop teaching competencies in a variety of instructional contexts, and at different levels through close developmental supervision. They will learn from experienced cooperating teachers about the schooling process, and prepare themselves for their roles and responsibilities in teaching.

The Practicum is spread throughout the entire course of study. For the first semester, the trainee teachers will enjoy some school experience in primary classes so that they can observe at first hand how teachers teach and students learn. During the second semester, trainee teachers will be sent out to schools for their teaching practice. They will be given the opportunity to teach their subjects of specialisation to students of different abilities at the upper and lower primary levels.

LANGUAGE ENRICHMENT AND ACADEMIC DISCOURSE SKILLS

Trainee teachers doing Teaching of Chinese Language will do PCU504/5. Trainee teachers doing Teaching of Malay Language will do PCU506/7 while trainee teachers doing Teaching of Tamil Language will do PCU508/9.

Module Code	Title	Module Category	No. of AUs	Pre-requisites
PCU501☒	Use of English in Teaching	Core	0	-
PCU504	Use of Chinese in Teaching 1	Core	1	-
PCU505	Use of Chinese in Teaching 2	Core	1	-
PCU506	Use of Malay in Teaching 1	Core	1	-
PCU507	Use of Malay in Teaching 2	Core	1	-
PCU508	Use of Tamil in Teaching 1	Core	1	-
PCU509	Use of Tamil in Teaching 2	Core	1	-

☒ This module is offered on a Pass/Fail basis. The module must be passed in order to fulfil programme requirements.

Use of English in Teaching

PCU501 Use of English in Teaching

Oral communication designed to improve the ability of trainee teachers to be more effective as communicators in the classroom. Various aspects of language communication commonly employed in the classroom and the modalities used to effect such communication. Aspects of speech, voice projection and modulation, effective techniques of reading text aloud, oral presentations and various modes of classroom talk.

Use of Chinese in Teaching

PCU504 Use of Chinese in Teaching 1

The development of oral communication skills. Phonetics, speech skills, and effective classroom communication. Errors in Mandarin pronunciation with regard to vowels and consonants, the four tones and the change of tone with specific words.

PCU505 Use of Chinese in Teaching 2

More effective use of Mandarin for the teaching of Chinese. Practical knowledge and skills in Hanyu Pinyin, accurate pronunciation and standard Mandarin speech. The application of speech skills in the classroom situation.

Use of Malay in Teaching

PCU506 Use of Malay in Teaching 1

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.

PCU507 Use of Malay in Teaching 2

Greater exposure and practice for trainee 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.

Use of Tamil in Teaching

PCU508 Use of Tamil in Teaching 1

The development of oral proficiency in Tamil. The phonetics of Tamil, pronunciation and other communication skills inside and outside the classroom.

PCU509 Use of Tamil in Teaching 2

The development of written communication skills. Common errors in writing and Tamil syntax.