

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

Table 7 : Curriculum Structure of the PGDE (Physical Education, Secondary) Programme

Year 1

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	QED520	Educational Psychology I: Theories and Applications for Learning and Teaching	2
	QED521	Educational Psychology II: Providing for Individual Differences in Learning and Teaching and Classroom Management	2
	QED522	ICT for Engaged Learning	2
	QED523	The Social Context of Teaching and Learning	2
CURRICULUM STUDIES			
Physical Education	QPC520	Principles of Games	2
	QPC521	Instructional Methods in Physical Education	2
CURRICULUM STUDIES (Select one)			
Physical Education	QPC562	Rugby	2
	QPC563	Basketball	2
CURRICULUM STUDIES (Select one)			
Physical Education	QPC566	Dance	2
	QPC567	Track and Field	2
CURRICULUM STUDIES (Select one)			
Physical Education	QPC568	Soccer	2
	QPC569	Netball	2
ACADEMIC SUBJECTS			
Physical Education	QPA520	Introduction to Physical Education & Sport	3
	QPA521	Growth and Motor Development	2
	QPA522	Anatomical and Biomechanical Foundations of Physical Activity	3
	QPA523	Physiology of Exercise	2
PRACTICUM			
	QPR521	Teaching Practice 1	5
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
	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.

The Physical Education and Sports Science (PESS) Academic Group organizes a mandatory outdoor residential camp experience for all PESS student teachers during

their respective programmes at NIE. The date and venue of the camp will be provided by PESS during the programme of study. Student teachers must satisfy requirements of attendance and participation in the camp for successful completion of the programme.

Year 2

Category/ Subject	Course Code	Title	No. of AUs
CURRICULUM STUDIES			
Physical Education	QPC620	Instructional Strategies in Teaching of Physical Education	3
	QPC621	Fitness and Conditioning	1
CURRICULUM STUDIES (Select one)			
Physical Education	QPC662	Hockey	2
	QPC663	Softball	2
	QPC664	Tennis	2
CURRICULUM STUDIES (Select one)			
Physical Education	QPC665	Curriculum Gymnastics	2
	QPC666	Swimming	2
CURRICULUM STUDIES (Select one)			
Physical Education	QPC667	Badminton	2
	QPC668	Volleyball	2
CURRICULUM STUDIES [Select one from the list of Arts/Science Curriculum Studies subjects under PGDE (Secondary) section]			
		Arts/Science Curriculum Studies subjects	9
ACADEMIC SUBJECTS			
Physical Education	QPA621	Foundations of Psychology & Motor Learning in Physical Activity	3
PRACTICUM			
	QPR620	Teaching Practice 2	10

CONTENTS OF CORE COURSES AND PRESCRIBED ELECTIVES

EDUCATION STUDIES

The courses for QED520-523 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.

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	-
	QPC562	Rugby	Prescribed	2	See @
	QPC563	Basketball	Prescribed	2	See @
	QPC566	Dance	Prescribed	2	See @
	QPC567	Track and Field	Prescribed	2	See @
	QPC568	Soccer	Prescribed	2	See @
	QPC569	Netball	Prescribed	2	See @
2	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 @
	QPC666	Swimming	Prescribed	2	See @
	QPC667	Badminton	Prescribed	2	See @
	QPC668	Volleyball	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.

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.

QPC566 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.

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.

QPC568 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.

QPC569

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.

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 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. 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. Participants will enhance self-confidence to teach gymnastics in a safe and fun way.

QPC666 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.

QPC667 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.

QPC668 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.

ACADEMIC SUBJECTS

Physical Education

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	QPA520	Introduction to Physical Education & Sport	Core	3	-
	QPA521	Growth and Motor Development	Core	2	-
	QPA522	Anatomical and Biomechanical Foundations of Physical Activity	Core	3	-
	QPA523	Physiology of Exercise	Core	2	-
2	QPA621	Foundations of Psychology & Motor Learning in Physical Activity	Core	3	Growth and Motor Development

QPA520 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.

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.

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
QPR521	Teaching Practice 1	Core	5	-
QPR620	Teaching Practice 2	Core	10	TP 1

QPR521/620 Teaching Practice

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. In the course of the two attachments, 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 written skills necessary for effective communication as teachers in the classroom and for their professional interaction with colleagues, parents and the general public.

There are three main areas of study in the course: Voice and Pronunciation; Oral and Written Communication; and the Use of Oral Language in Classroom Interaction. Under Voice and Pronunciation, student teachers learn about vocal health care and quality, and the practice of good voice production. They are familiarized with the use of a pronunciation dictionary to help them resolve pronunciation and word stress difficulties. Under Oral and Written Communication, student teachers become aware of the importance of considering the purpose, audience and situation when communicating. They also engage in practical hands-on activities of making oral and written presentations in a variety of school contexts. Under the Use of Oral Language in Classroom Interaction, student teachers learn about the various roles that teachers take on in classroom interaction, and how to communicate effectively to promote student learning. They also gain an understanding of how to use language to create a conducive environment for students with different abilities; to support student learning; to

manage students; to give oral feedback; and to encourage students to think.

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.