

**Office of Graduate Studies  
& Professional Learning**

National Institute of Education  
Block 7 Level 3  
1 Nanyang Walk Singapore 637616  
Tel: (65) 6790 3888  
[www.nie.edu.sg/gpl](http://www.nie.edu.sg/gpl)

An Institute of



# Developing School Leaders

## For The Nation

LEADERSHIP PROGRAMMES

GPL

# LEADERSHIP PROGRAMMES IN NIE

Leadership programmes at the National Institute of Education (NIE) are developed and managed by the Leadership Learning section of the Office of Graduate Studies & Professional Learning (GPL). These programmes are considered milestones in an education officer's career and are developed through collaborative efforts involving multiple Academic Groups in NIE and the Ministry of Education (MOE), Singapore.

## NIE'S LEADERSHIP PROGRAMMES

### For School Leaders

- Leaders in Education Programme (LEP)
- Building Education Bridges: Innovation for School Leaders (BEB)

### For Middle School Leaders

- Management and Leadership in Schools (MLS) Programme

### For Teacher Leaders

- Senior Teachers Programme (STP)
- Advanced Senior Teachers Programme (ASTP)

To illustrate how NIE's philosophy is put into practice in its leadership programmes, we provide some details of two of our flagship programmes – the Leaders in Education Programme (LEP) and Management and Leadership in Schools (MLS) Programme.

## PHILOSOPHY OF NIE'S LEADERSHIP PROGRAMMES

To develop educational leaders with the mindset and capacity to lead and manage change in a complex and evolving environment.



# LEADERS IN EDUCATION PROGRAMME (LEP)

The LEP is a six-month full-time programme for specially selected vice-principals and ministry officers in Singapore to prepare them for school leadership. These officers have a track record of good potential and performance appraisal and have successfully passed a series of situational tests and selection interviews conducted by the MOE. The selected participants leave the schools where they have been working to engage in the LEP full-time and they will receive new school postings upon graduation. These participants are fully sponsored by the MOE (including programme fees and overseas trip funding).

## AIMS

The LEP aims to develop principalship capability that is values-based, purposeful, innovative and forward-looking, anchored on strong people leadership, strategic management skills and an appreciation of how principals could work effectively in a complex environment.

## 5R5M FRAMEWORK

The job of a school leader is complex. Therefore, the LEP emphasises a continuous action-reflection loop, and brings to the participants' awareness of the interactive nature of the "roles" and "minds" of school leadership. Sergiovanni's (2009) Five Forces of Leadership (with associated Leadership Roles, namely Educational, Technical, Human, Symbolic, and Cultural) and Gardner's (2007) Five Minds for the Future (i.e. Ethical, Respectful, Creating, Synthesizing, and Disciplined) are integrated into an innovative 5R5M (Five Roles and Five Minds) framework of school leadership development in the LEP. The 5R5M framework combines the multifaceted nature of principals' roles with

the mindsets needed to perform the roles, contextualised to suit Singapore's school leadership context.

## LEARNING APPROACH

The key underlying andragogical principle of the LEP is knowledge construction, sharing and application within a social constructivist paradigm. This andragogical principle is aligned with modern complexity theories, which argue that knowledge emerges from rich dynamic human interactions. Under such a paradigm, LEP participants are expected to learn beyond the inputs of the courses by engaging in deep and meaningful social generation of knowledge. The various learning vehicles in the LEP are designed to provide the platform for interactions among participants to construct, share, and apply new knowledge. In particular, some of the learning vehicles of the programme facilitate the internalisation of values, and promote self-awareness as well as personal mastery among participants.

## LEARNING VEHICLES

There are three main categories of learning vehicles:

### Knowledge Triggers

These vehicles trigger the thought processes and start dialogues. They include courses, talks, readings, international visits and industrial visits.

### Knowledge Generators

These vehicles facilitate the construction, sharing and deepening of knowledge. They include learning syndicates and creative action projects (CAP).

### Knowledge Applications

These vehicles allow participants to apply their new knowledge. They include learning journals, course assignments and projects.



## SOME MAJOR AND INTERESTING COMPONENTS OF LEP

### LEP Courses

- Overview of the 5-Roles-5-Minds framework
- School Leadership, Vision and Culture
- Educational Leadership through Complexity Lenses
- Contemporary Strategic Management
- Human Capital Development
- Design Thinking: Innovation and Values
- Valuing and Developing People
- Values and Ethics for School Leaders
- Leading Curriculum and Instructional Change
- Evaluation and Assessment
- Use of ICT in Enhancing Teaching and Learning



### Mentoring

Each participant is attached to a local school and is mentored by the principal throughout the duration of the LEP. Mentoring is a key way of transmitting professional values from experienced principals to aspiring ones.

### Creative Action Project (CAP)

The CAP aims to give participants an invaluable opportunity to propose and work on a value-adding change in the attachment school. Using the principles of Futuring and Design Thinking, each participant has to envisage what the school will be like in 10-15 years' time and implement a component of this future school that is currently feasible and desirable. The CAP helps to develop the participant's leadership qualities and adaptability to deal with complexities in a new environment.

### Learning Journals

The participants are required to keep a personal learning journal to reflect upon their beliefs, values and purposes about leadership, management, teaching and learning, triggered by the diverse learning experiences encountered in LEP.

### Case Studies

Facilitated by a senior educator, the participants work on various case studies of real situations in schools in small groups. This enables them to reflect upon their values and priorities, and generates insights into school policy-making and the practice of the various leadership roles of a principal.



### International Visit

The LEP includes a two-week overseas study visit for all participants, led and facilitated by an NIE staff member. The aim is to observe a different system and culture, and use the observations as a basis to challenge their thinking regarding the Singapore education system.

### Management Dialogue Sessions (MDS)

The MDS with Senior Management (one session each with Permanent Secretary, Director General of Education and the Deputy Director General of Education) focus on the organising principles undergirding Singapore and its education system as well as the values and beliefs that drive policy formulation. These sessions help participants develop an instinctive appreciation of how his/her actions and decisions in the school should be aligned with the fundamental organising principles of Singapore and the MOE.

# MANAGEMENT AND LEADERSHIP IN SCHOOLS (MLS) PROGRAMME

The MLS programme is a full-time 17-week in-service programme for selected middle leaders of schools in Singapore. The philosophies and learning approaches are similar to the LEP. We highlight here some programme components that are different from the LEP.



## AIMS

The MLS aims to develop innovative middle leaders in schools who can support their principals in school reform.

## SOME MAJOR AND INTERESTING COMPONENTS OF MLS

### Core Course

Called "The Fundamentals of Leadership and Management", topics in the core course include education policies, leadership, management, curriculum and assessment.

### Curriculum Project

The curriculum project, conducted in a local school in small inter-disciplinary project teams, allows authentic learning by examining and acting upon real curriculum problems encountered by middle leaders. The project requires each team to develop an innovative 10-week curriculum that can be implemented in the school.

## Regional Visit

The MLS includes a one-week study visit for all participants to countries in the ASEAN and Asia-Pacific region. The aim is to study another education system to provide alternative perspectives to challenge conventional mindsets in the current school system.



## ELECTIVES

Participants are to select 6 electives out of a suite of over 30 electives (elective list is revised from time to time). Electives of subject areas such as English, Mathematics and Science are offered as well. Some examples of the electives are:

- ▶ Instructional Supervision for Professional Development
- ▶ Staff Appraisal
- ▶ Self-management and Delegation
- ▶ Team Building and Conflict Management
- ▶ Assessment Rubrics
- ▶ Lesson Study for Teacher Leaders
- ▶ Change Leadership
- ▶ Making Sense of Reform: Policy, Process and Practice
- ▶ Introductory Tools for School-Based Research
- ▶ Applied Creative Problem Solving: Cognitive Tools for Leadership
- ▶ Differentiating Curriculum and Instruction for Diverse Learners



## BIBLIOGRAPHY

Gardner, H. (2007). *The five minds for the future*. Cambridge, MA: Harvard Business School Press.

Ng, P. T. (2013). Developing Singapore School Leaders to Handle Complexity in Times of Uncertainty. *Asia Pacific Education Review*, 14(1), 67-73.

Sergiovanni, T. J. (2009). *The principalship: A reflective practice perspective*. Boston: Pearson.