

**Postgraduate Diploma in Education (PGDE)  
(Physical Education)**

**Programme Handbook**

**July 2017 Intake**

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Aug 2017

## 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.

For information on the NIE programmes that MOE offers to its sponsored candidates, please refer to the MOE website:

<http://www.moe.gov.sg/careers/teach/>

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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, secondary and junior college teaching. The July intake specialises in the teaching of Physical Education. The December intake programmes offer specialisations in the rest of the subjects.

This PGDE programme is administered by the Office of Teacher Education which is committed to nurturing tomorrow's educators.

### **Aims of PGDE Programme**

The PGDE programmes aim to develop university graduates into autonomous thinking teachers. The programme design is underpinned by NIE's philosophy of teacher education—as embodied in the V<sup>3</sup>SK (Values<sup>3</sup>, Skills and Knowledge) Model—and NIE's GTC (Graduand Teacher Competencies) Framework.

Specifically, the programmes are designed to help student teachers understand and respect the teaching profession in the Singaporean educational context as they acquire

- the professional knowledge and understanding of learners, as well as of the teaching and learning processes;
- a broad range of pedagogical and other relevant skills to be effective educators; and
- the theoretical grounding and critical capacities to make pedagogical judgements and decisions in both the more immediate and the more distant future.

Graduands are expected to be

- passionate in their teaching;
- committed to the education of the whole child;
- guided by their professional ethos;
- creative in their pedagogies;
- reflective in their practice;
- civic-minded;
- global in outlook;
- resilient; and
- adaptable.

### **Duration of Programme**

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 (AUs) are used to measure academic workload per semester and per academic year. The academic year is currently divided into two semesters. Each programme consists of a number of courses, each carrying a certain number of AUs.

The Academic Unit provides a consistent measure of the student teacher's academic workload related to both class attendance and independent preparation. Used to weight courses taught for the duration of one semester, each AU typically represents a total of 13 hours of lesson activities.

## Academic Calendar

The academic year is made up of two semesters as follows:

### Academic Year 2017-2018

	Dates of Orientation (O+) Teaching Weeks (TW) / Recess (R) / Vacation (V)	Dates of Revision / Examination / Compulsory Events	Dates of Practicum
PGDE (PE) Year 1 (Jul 2017 Intake)	<b>Semester 1</b> O+ : 31 July 2017 – 04 Aug 2017 TW : 07 Aug 2017 – 17 Nov 2017 R : 30 Sep 2017 – 08 Oct 2017 V : 18 Nov 2017 – 03 Dec 2017  <b>Semester 2</b> TW : 04 Dec 2017 – 01 Jun 2018 R : 23 Dec 2017 – 07 Jan 2018 V : 02 Jun 2018 – 05 Aug 2018**	-	NIL   25 June – 27 July 2018 (5 weeks of Teaching Practice 1 during the vacation before Year 2)
PGDE (PE) Year 2 (Jul 2016 Intake)	<b>Semester 1</b> TW : 07 Aug 2017 – 08 Dec 2017 R : 30 Sep 2017 – 08 Oct 2017 V : 09 Dec 2017 – 14 Jan 2018  <b>Semester 2</b> TW : 15 Jan 2018 – 25 May 2018 R : 17 Mar 2018 – 25 Mar 2018	-   14 May 2018 – 25 May 2018 (Beginning Teachers' Orientation Programme is compulsory)	NIL   26 February – 11 May 2018* (10 weeks of Teaching Practice 2)

\* 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 under the employment of the Ministry, and will be sponsored by the Ministry. Successful applicants are first deployed to schools for a teaching stint as untrained teachers. This stint allows schools to assess the candidates' suitability for teaching, whilst allowing candidates to affirm their interest in teaching. Admission into NIE is subject to the Ministry's evaluation, which is in part based on the school's recommendation, on the one hand, and to the specialisation availability and student vacancies at NIE. Successful applicants will have to abide by the 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>. Application periods are indicated on the website.

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

To be considered for admission, applicants should have at least a degree from a recognised university.

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.

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 (practical) tests, assignments, project work, 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 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.

## 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.

- 1 Grade and grade points are assigned as follows:

Letter-Grade	Grade Point	Academic Unit (AU)
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

- 2 The following non-letter grades abbreviations are also used, these will not be counted in the computation of the CGPA:

- \* - Courses with Pass/Fail grading only
- IP - In-Progress
- ABS - Absent (with valid reason)
- DIST/CR/P/F - Distinction/Credit/Pass/Fail  
(Grading for Practicum only)

- 3 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 both be reflected on the transcript. Both grades will be counted in the computation of CGPA. No AU is earned for courses with an 'F' grade.
- 6 Student teachers are not allowed to repeat any courses taken except those with an '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 CCPA 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 first 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.

## **The Meranti Project**

The Meranti Project is a personal and professional development programme specially tailored for student teachers. Through experiential learning, student teachers appreciate the value of social emotional learning by sharing their personal life stories and aspirations with their peers and discussing their opinions about their chosen career in an open and supportive environment. Through informal dialogue with veteran teachers and school students, student teachers learn firsthand from school teachers' experiences and student learners' perspectives.

At the end of the programme, student teachers will develop better self-awareness, a clearer idea of what Character and Citizenship Education (CCE) entails, and their role in nurturing CCE. They will also develop better ideas of working with diversity in the classroom, strategies for coping with being a teacher, and be affirmed in their choice of teaching as a career.

The Meranti Project is named after a rainforest tree which is native to Singapore and the region. This magnificent tree serves as a metaphor for the resilience that the programme seeks to build in student teachers.

## **Talks, Seminars, Workshops and Other Activities**

During the period of training, student teachers are expected to participate actively in talks, seminars, workshops and other activities organised for them. These activities form an integral part of their teacher education.

## **Academic Integrity**

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 their programme of study. Student teachers should not plagiarize or pass

off as their 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 will result in disciplinary action in accordance with the university guidelines. Cheating, plagiarism and other forms of academic dishonesty are considered serious offences for which disciplinary penalties will be imposed.

Please refer to the NIE Academic Integrity Framework available on the NIE Portal for more details.



## **Academic Structure of Programme**

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## Structure of PGDE Programme

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*Core Courses* : Compulsory courses that must be passed to fulfil programme requirements;

### 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)
- (e) Subject Knowledge – applicable only for PGDE (Primary)
- (f) Knowledge Skills – applicable only for PGDE (Junior College)

### 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 teaching at the primary or secondary school level. These are designed to give student teachers the pedagogical competencies in teaching specific subjects in Singapore schools.

### PGDE PE (Primary)

PGDE (Primary) Physical Education programme specializes in the **Teaching of Physical Education** at the primary level. Student teachers will take Curriculum Studies in Physical Education as their CS throughout the two-year programme.

### PGDE (Secondary)

PGDE (Primary) Physical Education programme specializes in the **Teaching of Physical Education** at the secondary level. Student teachers will take Curriculum Studies in Physical Education as their CS throughout the two-year programme.

### **Practicum**

Teaching practicum enables student teachers to put theory into practice. It prepares student teachers for the realities of teaching in schools.

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

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

**PGDE PE Programme  
Teaching at Primary Level**

## Curriculum Structure

The curriculum structures for the PGDE P E (Primary) programme are shown in Tables 1 below.

**Table 1: Curriculum Structure of the PGDE PE (Primary) Programme**

### Year 1

Category/ Subject	Course Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	QED50A	Educational Psychology: Theories and Applications for Learning and Teaching	2
	QED50B	Pedagogical Practices	0
	QED50E	Singapore Kaleidoscope	2
	QED50H	Professional Practice and Inquiry I	0
	QED50K	Teaching and Managing Learners at the Primary Level	2
	QED50P	Group Endeavours in Service Learning	0
<b>CURRICULUM STUDIES</b>			
Physical Education	QPC50A	Principles of Games	2
	QPC50B	Instructional Methods in Physical Education	3
	QPC50C	Badminton	2
	QPC50D	Basketball	2
	QPC50E	Fundamental Movement Skills	3
	QPC50G	Curriculum Gymnastics	2
	QPC50H	Soccer	2
	QPC50K	Theory and Practice in Outdoor Education (Primary)	2
	QPC50L	Sports Injury Prevention and Management in PE and Youth Sport	1
	QPC50M	Dance	2
<b>ACADEMIC SUBJECTS</b>			
Physical Education	QPA50A	Introduction to Physical Education & Sport	2
	QPA50B	Growth & Motor Development	2
	QPA50C	Anatomical & Biomechanical Foundations of Physical Activity	3
	QPA50D	Physiology of Exercise	2

<b>PRACTICUM</b>			
	QPR502	Teaching Practice 1	5
<b>LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS</b>			
	QLK50B	Practical Pronunciation for Teachers	1

## Year 2

Category/ Subject	Course Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	QED50B	Pedagogical Practices	4
	QED50C	Teacher-Student Relationship	1
	QED50D	Effective Parent Engagement	1
	QED50G	Technologies for Meaningful Learning	2
	QED50J	Professional Practice and Inquiry II	1
	QED50L	The Social Context of Teaching and Learning	1
	QED50M	Character and Citizenship Education	1
	QED50N	Assessing Learning and Performance	1
	QED50P	Group Endeavours in Service Learning	1
<b>CURRICULUM STUDIES</b>			
Physical Education	QPC60A	Instructional Strategies in Teaching of Physical Education	3
	QPC60C	Softball	2
	QPC60D	Track & Field	2
	QPC60E	Fitness & Health	2
	QPC60G	Floorball	2
	QPC60H	Volleyball	2
<b>ACADEMIC SUBJECTS</b>			
Physical Education	QPA60A	Foundations of Psychology & Motor Learning in Physical Activity	3
<b>PRACTICUM</b>			
	QPR602	Teaching Practice 2	10
<b>LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS</b>			
	QLK50C	Communication Skills for Teachers	2

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## Contents of Core Courses

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### Education Studies

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QED50A	Educational Psychology: Theories and Applications for Learning and Teaching	Core	2	-
QED50B	Pedagogical Practices	Core	4	-
QED50C	Teacher-Student Relationship	Core	1	-
QED50D	Effective Parent Engagement for Teachers	Core	1	-
QED50E	Singapore Kaleidoscope	Core	2	-
QED50G	Technologies for Meaningful Learning	Core	2	-
QED50H	Professional Practice and Inquiry I	Core	0	-
QED50J	Professional Practice and Inquiry II	Core	1	-
QED50K	Teaching and Managing Learners at the Primary Level	Core	2	-
QED50L	The Social Context of Teaching and Learning	Core	1	-
QED50M	Character and Citizenship Education	Core	1	-
QED50N	Assessing Learning and Performance	Core	1	-
QED50P	Group Endeavours in Service Learning	Core	1	-

### QED50A Educational Psychology: Theories and Applications for Learning and Teaching

This course provides the foundation for understanding the 21st century learners, learner development, and the psychology of learning and motivation. 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 their implications for classroom-practice considered. In particular, the course will explore how students learn and the challenges they face in the process. Students' intellectual, social, emotional, personal and moral development will be

considered. Student teachers will synthesize and consolidate the key concepts learnt to establish explicit theory-practice links and analyse issues in authentic classroom scenarios. This enables the student teachers to leverage on the acquired theoretical-knowledge in order to make theory-based decisions for enhancing teaching and the design of learning experiences.

## **QED50B Pedagogical Practices**

This course begins a few weeks after the start of the core course on classroom management for all student teachers. As this course is conducted in tandem with the student teachers' first teaching stint in school, it allows them to consolidate and explicitly link theory to practice, applying what they have already learnt in both courses on different classroom management theories, skills and strategies. More specifically, the student teachers will be exposed to various instructional approaches, and how differentiated instruction is carried out in a typical classroom. Discipline techniques such as managing disruptive students will also be taught in greater depth. This serves to help the teacher increase their students' engagement and enhance their academic skills and competencies, thus promoting Social Emotional learning at the same time. This course will allow student teachers opportunities to practice these skills during their first practicum stint and tutors will provide the support for the implementation of the skills as they return each week to their tutorials to discuss and share their experiences.

## **QED50C Teacher-Student Relationship**



This course is designed for pre-service teachers to provide a foundation for the understanding of teacher-student relationship (TSR). The course will build on the psychosocial, emotional, moral and motivational theories learned in the core course 'Educational Psychology: Theories and Applications for Learning and Teaching' to foster positive TSR in the classroom. In the context of enhancing TSR, the role of teachers and essential characteristics of a caring teacher will be explored. The course will also provide avenues for student teachers to understand and assess student problems, and to apply basic skills and strategies to foster and enhance TSR.

### **QED50D Effective Parent Engagement for Teachers**

This course will help student teachers to appreciate and understand the importance of creating partnerships with parents in order to enhance child outcomes in the long run. Student teachers will examine the diversity of family structures and parenting styles and how these may impact upon student attitudes and learning. Through seminar style classes, student teachers learn to acquire practical strategies to effectively manage home-school relationships in their role as teachers as well as to learn effective communication strategies that can build rapport and promote empathy between teacher, parent and child.

### **QED50E Singapore Kaleidoscope**

Singapore is a nation rich in its natural and cultural heritage, with a diverse, well-educated population ready to meet the challenges of living in the 21st society. This course will draw on the diverse perspectives of people living in Singapore to examine Singapore's natural landscapes, society, culture and

heritage, as well as Singapore's geo-political landscape and future prospects. In the course, student teachers will engage with different perspectives, experience Singapore through a range of lenses, and explore the critical challenges, issues, and perspectives necessary to understand Singapore in the 21st century.

Learning objectives will focus on three main course components:

- Singapore's Natural Heritage: Focus on Singapore's bio-diversity & natural landscapes;
- Singapore Society & Culture: Focus on Singapore society, culture & heritage;
- Singapore in the World: Study of Singapore's geo-political landscape.

Through a range of inquiry-based options, student teachers will have opportunities to develop appreciation and understanding of challenges, issues, and perspectives central to these three areas of study.

## **QED50G Technologies for Meaningful Learning**

This course prepares student teachers to engage learners in 21st century meaningful/quality learning with the use of ICT. Student teachers will learn how to analyze the affordances of ICT for promoting relevant characteristics of 21st century learning. They will examine critical issues related to designing ICT-enhanced lessons, which involves creating authentic learning needs, helping learners to be engaged in self-directed and collaborative learning, and integrating appropriate instructional strategies for disciplinary ways of knowing. They will also consider cyber wellness issues to promote the responsible use of technology. Student teachers will integrate their content, pedagogical and technological knowledge to design

meaningful/quality ICT-enhanced teaching and learning activities.

### **QED50H Professional Practice and Inquiry I**

This course provides the foundation for student teachers to understand the process of integrating and aggregating their learning, be reflective and establish the theory-practice connection to their practice. In particular, this course will provide avenues for student teachers to (i) explore and reflect on their beliefs as teachers, (ii) understand the process of inquiring into their teaching and (iii) articulate their growing understanding of what constitutes a 21<sup>st</sup> century educator pivoted on NIE's value-based V<sup>3</sup>SK framework.

### **QED50J Professional Practice and Inquiry II**

This course builds on Professional Practice and Inquiry I. Embedded within the PPI course in the use of an e-Portfolio to facilitate student teachers' construction of their conceptual framework of learning and teaching. This course aids the aggregation and integration of student teachers' learning from the various courses in NIE to prepare them for their teaching practice. During teaching practice, the e-Portfolio facilitates student teachers' inquiry into their own practice with a focus on the Theory-Practice Nexus. In addition, student teachers articulate their growing understanding of what constitutes good teaching in relation to NIE's Graduated Teacher Competencies (GTC).

### **QED50K Teaching and Managing Learners at the Primary Level**

Mainstream primary schools in Singapore attend to students of diverse backgrounds, needs, and abilities across their different stages of development, underscoring the need for effective classroom management to support meaningful learning in the classroom. This requires application of relevant classroom management approaches and practices to understand and guide students' behaviour, foster their active engagement in learning, and promote their social and emotional growth. This course aims to equip student teachers with knowledge and skills in managing learning and behaviour of students in order to establish a safe, supportive and productive classroom environment. Emphasis will be placed on the theory-practice link to strengthen competencies of student teachers with respect to classroom management challenges. Student teachers will also reflect critically on how they can appropriate for themselves, key guiding principles and classroom management strategies which they can adapt for their own practices in working with diverse learners in our local primary context.

### **QED50L The Social Context of Teaching and Learning**

This course aims to promote deeper understanding about the socio-political development of the Singapore education system among pre-service teachers at the National Institute of Education. They will appreciate the functions of the education 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. It is hoped that pre-service teachers will become aware of the challenges that teachers face when engaging in pedagogical developments and initiatives in schools, and be empowered to become innovative, effective and caring teachers. Pre-service teachers are encouraged to link the content learnt in this course to what they have learnt in other courses at NIE, as they discuss major challenges and issues in the Singapore education system.

### **QED50M Character and Citizenship Education**

This course helps pre-service teachers to understand the key concepts and issues in Character and Citizenship Education (CCE) and get a good grasp of their roles in CCE in school. As schools play a nurturing role in the development of students, teachers have the responsibility to be aware of their professional commitments with regard to CCE and as role models for students to be clear about their own values and morals: What roles do teachers play in the character development of students? What are the relevant attitudes, disposition, knowledge and skills that teachers should possess to enable them to contribute meaningfully to the character development of their students in schools? How should teachers introduce students to the notions of citizenship?

Hence, the CCE course will allow pre-service teachers in NIE to learn about character development, elements of citizenship, key approaches and pedagogies for CCE, as well as current MOE CCE policies and curriculum. Furthermore, the course will emphasize the relevant knowledge and skills teachers will need in order to deliver the CCE curriculum. Pre-service teachers will learn about the policies associated with CCE and be

given opportunities to discuss the implementation of CCE in their future roles as teachers.

### **QED50N Assessing Learning and Performance**

This course provides participants with the ability to understand and apply the basic principles of educational assessment. The course will discuss the principles of educational measurement of learning. It aims to equip future teachers with the necessary knowledge and skills to monitor, appraise and evaluate learners' content knowledge, progress and performance achievement. This course will cover traditional paper and pencil testing methods and performance-based, authentic assessment procedures. The course will also include discussions on the different approaches to the use of assessment in education, namely assessment of, for and as learning.

### **QED50P Group Endeavours in Service Learning (GESL)**

Group Endeavours in Service Learning (GESL) is a service-learning community engagement project which is mandatory for all student teachers. Student teachers work in groups of about 20 on a service-learning project that they craft together in partnership with an/several organization(s). GESL provides the opportunity for groups to broaden their knowledge and understanding of underserved communities. Service and learning objectives are determined before the group commence on their project. Each group has a staff mentor who mentors, guides, and eventually assesses the group on their project. GESL seeks to empower student teachers through a hands-on approach of finding out the needs of the community and serving them. It is hoped that through the experience of conducting a service-learning project, each student teacher would develop social-

emotional learning competencies, project management skills, teamwork, needs analysis, decision-making, and empathy towards the communities around us.

# Curriculum Studies

## The Teaching of Physical Education

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	QPC50A	Principles of Games	Core	2	-
	QPC50B	Instructional Methods in Physical Education	Core	3	-
	QPC50C	Badminton	Core	2	*
	QPC50D	Basketball	Core	2	*
	QPC50E	Fundamental Movement Skills	Core	3	-
	QPC50G	Curriculum Gymnastics	Core	2	*
	QPC50H	Soccer	Core	2	*
	QPC50K	Theory and Practice in Outdoor Education (Primary)	Core	2	-
	QPC50L	Sports Injury Prevention and Management in PE and Youth Sport	Core	1	-
	QPC50M	Dance	Core	2	*
2	QPC60A	Instructional Strategies in Teaching of Physical Education	Core	3	-
	QPC60C	Softball	Core	2	*
	QPC60D	Track & Field	Core	2	*
	QPC60E	Fitness & Health	Core	2	-
	QPC60G	Floorball	Core	2	*
	QPC60H	Volleyball	Core	2	*

\* Student teachers are expected to have some basic skills BEFORE the start of the course.

## QPC50A Principles of Games

This course is designed to introduce student teachers to the concepts, theories and principles underpinning the teaching of games and to develop their pedagogical understanding in a broad spectrum of games.

They will also acquire lesson ideas, content development/progressions and teaching strategies for the teaching of target\*, invasion, net/barrier and striking/fielding games suitable for use in primary schools. Student teachers will be introduced to developmentally appropriate teaching styles/strategies/ approaches/models that develop their pupils into confident and active participants of the



game.

These approaches include Teaching Games for Understanding (TGFU), Play Practice, the Games Concept Approach (GCA) and the Sport Education Model (SEP). Relevant Sports Science knowledge behind effective techniques, skills, tactics and their development in the game, various game-specific assessment tools of skills and game performance as well as the use of information technology (ICT) will also be introduced.

\* Target games will be prioritized.

### **QPC50B Instructional Methods in Physical Education**

This course is designed to provide student teachers with the opportunity to develop foundation skills of planning, teaching and evaluating school physical education in primary schools.

Student teachers will be introduced to content selection, organization, instructional methods, direct teaching styles, task presentation, task, time and student management systems, observation of student performance, as well as feedback provision. Course format will include lectures, discussions, practical experiences, and microteaching.

### **QPC50C Badminton**

This course is designed to provide student teachers with the opportunity to develop their techniques, skills and game performance in badminton and acquire lesson ideas, content development/progressions and teaching strategies for the teaching of badminton in primary schools.

Student teachers will be introduced to developmentally appropriate teaching styles / strategies / approaches / models that develop their pupils into confident and active participants of the game.

Relevant Sports Science knowledge behind effective techniques, skills, tactics and their development in the game, various game-specific assessment tools of skills and game performance as well as the use of information technology (IT) will also be introduced.

### **QPC50D Basketball**

This course is designed to provide student teachers with the opportunity to develop their techniques, skills and game performance in Basketball and acquire lesson ideas, content development/progressions and teaching strategies for the teaching of Basketball in primary schools.

Student teachers will be introduced to developmentally appropriate teaching styles / strategies / approaches / models that develop their pupils into confident and active participants of the game. These approaches include Teaching Games for Understanding (TGfU), Play Practice, Games Concept Approach (GCA) and Sport Education Model (SEP).

Relevant Sports Science knowledge behind effective techniques, skills, tactics and their development in the game, various game-specific assessment tools of skills and game performance as well as the use of information technology (IT) will also be introduced.

### **QPC50E Fundamental Movement Skills**

This course provides student teachers with an

understanding of the concepts, principles and practices of teaching fundamental movement skills in primary school, and of applying the knowledge of relevant fundamental movements to related specialised sports skills within the primary school sports/games physical education curriculum.

It provides an overview of the role of fundamental movement within the Singapore's school physical education curriculum, focusing on developing fundamental movement skill proficiencies at the lower primary, application in modified games in the upper primary, and relationship to the variety of specialized sports skills at the secondary levels. Specifically, this course will address the various manipulative, locomotor and non-locomotor skills applied within a movement framework that helps define the qualitative and quantitative aspects of human movement effort. Student teachers will have the opportunity to develop their own movement proficiency, learn to design developmentally appropriate lesson plans that incorporate the relevant teaching approaches with appropriate equipment to facilitate progressions in the learning process. Student teachers will also learn to employ appropriate formative and summative assessment tools in order to optimize pupils' participation and learning.

### **QPC50G Curriculum Gymnastics**

This course will introduce curriculum gymnastics through a developmental approach that allows the participants to explore movement themes largely on floor activities, gradually progressing from simple to complex apparatus designs. More advanced floor and apparatus skills will be taught with a focus on progression as well as safety.

Emphasis will be on the cognitive and affective development of the participants through appropriate pedagogical styles of teaching suitable for primary schools. It is anticipated that participants will complete the course with a heightened level of confidence and personal conviction for teaching gymnastics in a progressive, creative and safe manner.

### **QPC50H Soccer**

This course is designed to provide student teachers with the opportunity to develop their techniques, skills and game performance in soccer and acquire lesson ideas, content development/progressions and teaching strategies for the teaching of soccer in primary schools.

Student teachers will be introduced to developmentally appropriate teaching styles / strategies / approaches / models that develop their pupils into confident and active participants of the game. These approaches include Teaching Games for Understanding (TGFU), Play Practice, Games Concept Approach (GCA) and Sport Education Model (SEP).

Relevant Sports Science knowledge behind effective techniques, skills, tactics and their development in the game, various game-specific assessment tools of skills and game performance as well as the use of information technology (IT) will also be introduced.

### **QPC50K Theory and Practice in Outdoor Education (Primary)**

This course examines key philosophical underpinnings, trends and issues related to outdoor education. It allows

student teachers to reflect on the varied pedagogical approaches to outdoor learning and their impact on learning outcomes. Student teachers will gain an understanding of the strands and learning outcomes of outdoor education in the Primary PE curriculum. Besides discussions, student teachers will also be equipped with basic outdoor skills through practical sessions. The course will culminate in a 5-day overnight outdoor experience where student teachers will be able to apply their newly acquired knowledge and skills.

### **QPC50L Sports Injury Prevention and Management in PE and Youth Sport**

This course is designed to provide the primary-track pre-service physical education student teachers with the fundamental knowledge and skills to understand the growth-related biological aspects, risk factors, causes and mechanisms of youth sports injuries with specific emphasis on physical education settings in schools. The course will also include the principles and strategies of prevention and management of injuries in PE and youth sport.

### **QPC50M Dance**

This course is designed to provide student teachers with the opportunity to develop their techniques, skills and performance in dance and acquire lesson ideas, content development/progressions and teaching strategies for the teaching of dance in primary schools.

Student teachers will be introduced to developmentally appropriate teaching styles / strategies / approaches that develop their pupils into confident and active participants of dance. These approaches include teaching methods (problem-solving, facilitation, command style, reciprocal) and

resource for the planning and instruction of folk dances and creative dance. 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. Relevant Sports Science knowledge behind effective techniques, skills, and their development in dance, various dance-specific assessments as well as the use of information technology (IT) will also be introduced.

## **QPC60A Instructional Strategies in Teaching of Physical Education**

This course, second in a series, builds on foundation pedagogical knowledge and skills appropriate for primary school students.

It develops competence in a variety of teaching styles evolving from Mosston and Ashworth's spectrum 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.

## **QPC60C Softball**

This course is designed to provide student teachers with the opportunity to develop their techniques, skills and game performance in Softball and acquire lesson ideas, content development/progressions and teaching strategies for the teaching of Softball in primary schools.

Student teachers will be introduced to developmentally appropriate teaching styles / strategies / approaches / models that develop their pupils into confident and active participants of the game. These approaches include Teaching Games for Understanding (TGFU), Play Practice, Games Concept Approach (GCA) and Sport Education Model (SEP).

Relevant Sports Science knowledge behind effective techniques, skills, tactics and their development in the game, various game-specific assessment tools of skills and game performance as well as the use of information technology (IT) will also be introduced.

### **QPC60D Track and Field**

This course is designed to impart the necessary skills and knowledge to pre-service teachers to teach Athletics (track and field events) to youths in a primary school setting.

Student teachers will be introduced to developmentally appropriate teaching approaches. Relevant sport science knowledge, assessment tools, and the use of information technology will be incorporated.

### **QPC60E Fitness and Health**

This course is designed to help student teachers acquire knowledge and skills in health, wellness and fitness so as to promote and develop a lifelong physically active and healthy lifestyle in their pupils.

Student teachers will be introduced to developmentally appropriate activities to develop various components of fitness and design safe and

effective exercise programmes for their pupils.

### **QPC60G Floorball**

This course is designed to provide student teachers with the opportunity to develop their techniques, skills and game performance in floorball and acquire lesson ideas, content development/progressions and teaching strategies for the teaching of floorball in primary schools. Student teachers will be introduced to developmentally appropriate teaching styles/strategies/approaches/models that develop their pupils into confident and active participants of the game. These approaches include Teaching Games for Understanding (TGFU), Play Practice, Games Concept Approach (GCA) and Sport Education Model (SEP).

Relevant Sports Science knowledge behind effective techniques, skills, tactics and their development in the game, various game-specific assessment tools of skills and game performance as well as the use of information technology (IT) will also be introduced.

### **QPC60H Volleyball**

This course is designed to provide student teachers with the opportunity to develop their techniques, skills and game performance in Volleyball and acquire lesson ideas, content development/progressions and teaching strategies for the teaching of Volleyball in primary schools. Student teachers will be introduced to developmentally appropriate teaching styles / strategies / approaches / models that develop their pupils into confident and active participants of the game. These approaches include Teaching Games for Understanding (TGFU), Play Practice, Games Concept Approach (GCA) and Sport Education Model (SEP).



Relevant Sports Science knowledge behind effective techniques, skills, tactics and their development in the game, various game-specific assessment tools of skills and game performance as well as the use of information technology (IT) will also be introduced.

## Academic Subjects

### Physical Education

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	QPA50A	Introduction to Physical Education & Sport	Core	2	-
	QPA50B	Growth & Motor Development	Core	2	-
	QPA50C	Anatomical & Biomechanical Foundations of Physical Activity	Core	3	-
	QPA50D	Physiology of Exercise	Core	2	-
2	QPA60A	Foundations of Psychology & Motor Learning in Physical Activity	Core	3	QPA50B

#### QPA50A Introduction to Physical Education & Sport

This course emphasizes 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 Singapore's PE and Sports infrastructure 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 and discussed.

#### QPA50B Growth & Motor Development

This purpose of this course is to study physical growth and motor development, with particular emphasis during the growing years. Factors influencing physical growth and motor development, age-related changes, individual, gender-related and maturity-associated variations in growth and development and variations

during pubertal growth period will be discussed. Modelling the principles and the processes underlying growth and motor development through physical activities in teaching physical education will also be discussed.

### **QPA50C Anatomical & Biomechanical Foundations of Physical Activity**

This course enables student teachers to relate human anatomy to physical activities and to apply the principles of biomechanics to the teaching of physical skills.

Structural anatomy deals with the knowledge and an understanding of the bones, 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 concepts and principles that govern human movement. At the end of the course, student teachers will be expected to perform basic qualitative analysis of physical activities using basic concepts of mechanics and anatomy. This course would also provide a brief introduction to quantitative analysis of physical activities.

### **QPA50D Physiology of Exercise**

The purpose of this course is to equip student teachers in PE with an understanding of fundamental human and exercise physiology so as to enable them to design safe and effective lessons or training for 1) students during PE lessons and 2) student athletes gearing for sports performance.

A lecture and laboratory based foundation course in

exercise physiology for student teachers in Physical Education (PE). 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.

### **QPA60A Foundations of Psychology & Motor Learning in Physical Activity**

This is an introductory course on sport and exercise psychology as well as motor learning. Specifically, the course will focus on topics and issues related to the social psychological variables that influence participation in physical activities, the environments in which sport and exercise participants operate, and selected outcomes of such participation. This course also introduces student teachers to some of the theories and practices associated with skill acquisition. The focus is specifically on how the individual develops, learns and performs motor skills. Student teachers will be introduced to these major concepts through a series of lectures, readings, and laboratory exercises.

## Language Enhancement and Academic Discourse Skills

### Communication Skills for Teachers

Course Code	Course Title	Course Category	No of AUs	Pre-requisites
QLK50B	Practical Pronunciation for Teachers	Core	1	-
QLK50C	Communication Skills for Teachers	Core	2	-

#### QLK50B Practical Pronunciation for Teachers

The whole school approach to English emphasises the importance of all English-medium teachers providing good models of the target variety of spoken English. Participants will identify and compare the significant pronunciation features of the English language varieties spoken in Singapore, develop the ability to differentiate between them, and learn about the target variety for oral communication in the classroom. They will be made aware of how a teacher's pronunciation may impact his/her ability to deliver disciplinary content effectively to students, and will be introduced to a range of resources that will help them investigate language items specific to their own disciplines, such as the use of dictionaries to check the pronunciation of vocabulary related to their subject areas. With greater understanding of language related issues, student teachers will be in a better position to help their students develop in their spoken competence, and to encourage them to see the importance of speaking with accurate pronunciation and appropriate intonation during oral discussions or presentations in their content areas.

#### QLK50C 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. The student teachers become more

aware of the importance of considering the purpose, audience and context in communicating effectively to promote student learning. The course provides opportunities for hands-on practice of target skills in realistic school-based situations. As part of the learning process, student teachers have the opportunities to practise good pronunciation, to understand effective voice production and to reflect on and self-assess their application of the knowledge and skills that they acquire during the course.

## Practicum

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

Teaching Practicum is a very important component of the PGDE programme. Student teachers will apply their knowledge and skills for the teaching subjects they are trained in and develop their teaching competencies in a variety of instructional contexts and at different levels under the guidance and supervision of cooperating teachers, school coordinating mentors and university lecturers. They will learn from experienced school mentors about the schooling process and prepare themselves for their roles and responsibilities in teaching.

The Practicum is developmental in nature. It comprises two school attachment periods, i.e., Teaching Practice 1 (TP1), and Teaching Practice 2 (TP2).

### **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 and NIE supervisors.

### **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 assessment 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 PE Programme  
Teaching at Secondary Level**

## Curriculum Structure

The curriculum structures for the PGDE PE (Secondary) programme are shown in Tables 2 below:

**Table 3: Curriculum Structure of the PGDE PE (Secondary) Programme**

### Year 1

Category/ Subject	Course Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	QED52A	Educational Psychology: Theories and Applications for Learning and Teaching	2
	QED52B	Pedagogical Practices	0
	QED52E	Singapore Kaleidoscope	2
	QED52H	Professional Practice and Inquiry I	0
	QED52K	Teaching and Managing Learners at the Secondary/Junior College Level	2
	QED52P	Group Endeavours in Service Learning	0
<b>CURRICULUM STUDIES</b>			
Physical Education	QPC52A	Principles of Games	2
	QPC52B	Instructional Methods in Physical Education	3
	QPC52C	Badminton	2
	QPC52D	Basketball	2
	QPC52E	Fundamental Movement Skills	3
	QPC52G	Curriculum Gymnastics	2
	QPC52H	Soccer	2
	QPC52K	Theory and Practice in Outdoor Education (Secondary)	2
	QPC52L	Sports Injury Prevention in Physical Education and Youth Sport	1
	QPC52M	Dance	2
<b>ACADEMIC SUBJECTS</b>			
Physical Education	QPA52A	Introduction to Physical Education & Sport	2
	QPA52B	Growth and Motor Development	2
	QPA52C	Anatomical and Biomechanical Foundations of Physical Activity	3
	QPA52D	Physiology of Exercise	2

<b>PRACTICUM</b>			
	QPR522	Teaching Practice 1	5
<b>LANGUAGE ENHANCEMENT AND DISCOURSE SKILLS</b>			
	QLK52B	Practical Pronunciation for Teachers	1

## Year 2

Category/ Subject	Course Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	QED52B	Pedagogical Practices	4
	QED52C	Teaching-Student Relationship	1
	QED52D	Effective Parent Engagement for Teachers	1
	QED52G	Technologies for Meaningful Learning	2
	QED52J	Professional Practice and Inquiry II	1
	QED52L	The Social Context of Teaching and Learning	1
	QED52M	Character and Citizenship Education	1
	QED52N	Assessing Learning and Performance	1
	QED52P	Group Endeavours in Service Learning	1
<b>CURRICULUM STUDIES</b>			
Physical Education	QPC62A	Instructional Strategies in Teaching of Physical Education	3
	QPC62C	Softball	2
	QPC62D	Track & Field	2
	QPC62E	Fitness & Health	2
	QPC62G	Floorball	2
	QPC62H	Volleyball	2
<b>ACADEMIC SUBJECTS</b>			
Physical Education	QPA62A	Foundations of Psychology & Motor Learning in Physical Activity	3
<b>PRACTICUM</b>			
	QPR622	Teaching Practice 2	10
<b>LANGUAGE ENHANCEMENT AND DISCOURSE SKILLS</b>			
	QLK52C	Communication Skills for Teachers	2

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## Contents of Core Courses

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### Education Studies

Course Code	Title	Course Category	No. of AUs	Pre-requisites
QED52A	Educational Psychology: Theories and Applications for Learning and Teaching	Core	2	-
QED52B	Pedagogical Practices	Core	4	-
QED52C	Teacher-Student Relationship	Core	1	-
QED52D	Effective Parent Engagement for Teachers	Core	1	-
QED52E	Singapore Kaleidoscope	Core	2	-
QED52G	Technologies for Meaningful Learning	Core	2	-
QED52H	Professional Practice and Inquiry I	Core	0	-
QED52J	Professional Practice and Inquiry II	Core	1	-
QED52K	Teaching and Managing Learners at the Secondary/ Junior College Level	Core	2	-
QED52L	The Social Context of Teaching and Learning	Core	1	-
QED52M	Character and Citizenship Education	Core	1	-
QED52N	Assessing Learning and Performance	Core	1	-
QED52P	Group Endeavours in Service Learning	Core	1	-

### QED52A Educational Psychology: Theories and Applications for Learning and Teaching

This course provides the foundation for understanding the 21st century learners, learner development, and the psychology of learning and motivation. 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 their implications for classroom-practice considered. In particular, the course will explore how students learn and the challenges they face in the

process. Students' intellectual, social, emotional, personal and moral development will be considered. Student teachers will synthesize and consolidate the key concepts learnt to establish explicit theory-practice links and analyse issues in authentic classroom scenarios. This enables the student teachers to leverage on the acquired theoretical-knowledge in order to make theory-based decisions for enhancing teaching and the design of learning experiences.

### **QED52B Pedagogical Practices**

This course begins a few weeks after the start of the core course on classroom management for all student teachers. As this course is conducted in tandem with the student teachers' first teaching stint in school, it allows them to consolidate and explicitly link theory to practice, applying what they have already learnt in both courses on different classroom management theories, skills and strategies. More specifically, the student teachers will be exposed to various instructional approaches, and how differentiated instruction is carried out in a typical classroom. Discipline techniques such as managing disruptive students will also be taught in greater depth. This serves to help the teacher increase their students' engagement and enhance their academic skills and competencies, thus promoting Social Emotional learning at the same time. This course will allow student teachers opportunities to practice these skills during their first practicum stint and tutors will provide the support for the implementation of the skills as they return each week to their tutorials to discuss and share their experiences.

### **QED52C Teacher-Student Relationship**

This course is designed for pre-service teachers to provide a foundation for the understanding of teacher-student relationship (TSR). The course will build on the

psychosocial, emotional, moral and motivational theories learned in the core course 'Educational Psychology: Theories and Applications for Learning and Teaching' to foster positive TSR in the classroom. In the context of enhancing TSR, the role of teachers and essential characteristics of a caring teacher will be explored. The course will also provide avenues for student teachers to understand and assess student problems, and to apply basic skills and strategies to foster and enhance TSR.

### **QED52D Effective Parent Engagement for Teachers**

This course will help student teachers to appreciate and understand the importance of creating partnerships with parents in order to enhance child outcomes in the long run. Student teachers will examine the diversity of family structures and parenting styles and how these may impact upon student attitudes and learning. Through seminar style classes, student teachers learn to acquire practical strategies to effectively manage home-school relationships in their role as teachers as well as to learn effective communication strategies that can build rapport and promote empathy between teacher, parent and child.

### **QED52E Singapore Kaleidoscope**

Singapore is a nation rich in its natural and cultural heritage, with a diverse, well-educated population ready to meet the challenges of living in the 21st society. This course will draw on the diverse perspectives of people living in Singapore to examine Singapore's natural landscapes, society, culture and heritage, as well as Singapore's geo-political landscape and future prospects. In the course, student teachers will engage with different perspectives, experience Singapore through a range of lenses, and explore the critical challenges, issues, and perspectives necessary to

understand Singapore in the 21st century.

Learning objectives will focus on three main course components:

- Singapore's Natural Heritage: Focus on Singapore's bio-diversity & natural landscapes;
- Singapore Society & Culture: Focus on Singapore society, culture & heritage;
- Singapore in the World: Study of Singapore's geo-political landscape.

Through a range of inquiry-based options, student teachers will have opportunities to develop appreciation and understanding of challenges, issues, and perspectives central to these three areas of study.

## **QED52G Technologies for Meaningful Learning**

This course prepares student teachers to engage learners in 21st century meaningful/quality learning with the use of ICT. Student teachers will learn how to analyze the affordances of ICT for promoting relevant characteristics of 21st century learning. They will examine critical issues related to designing ICT-enhanced lessons, which involves creating authentic learning needs, helping learners to be engaged in self-directed and collaborative learning, and integrating appropriate instructional strategies for disciplinary ways of knowing. They will also consider cyber wellness issues to promote the responsible use of technology. Student teachers will integrate their content, pedagogical and technological knowledge to design meaningful/quality ICT-enhanced teaching and learning activities.

## **QED52H Professional Practice and Inquiry I**

This course provides the foundation for student teachers to understand the process of integrating and aggregating their learning, be reflective and establish the theory-practice connection to their practice. In particular, this course will provide avenues for student teachers to (i) explore and reflect on their beliefs as teachers, (ii) understand the process of inquiring into their teaching and (iii) articulate their growing understanding of what constitutes a 21<sup>st</sup> century educator pivoted on NIE's value-based V<sup>3</sup>SK framework.

### **QED52J Professional Practice and Inquiry II**

This course builds on Professional Practice and Inquiry I. Embedded within the PPI course in the use of an e-Portfolio to facilitate student teachers' construction of their conceptual framework of learning and teaching. This course aids the aggregation and integration of student teachers' learning from the various courses in NIE to prepare them for their teaching practice. During teaching practice, the e-Portfolio facilitates student teachers' inquiry into their own practice with a focus on the Theory-Practice Nexus. In addition, student teachers articulate their growing understanding of what constitutes good teaching in relation to NIE's Graduated Teacher Competencies (GTC).

### **QED52K Teaching and Managing Learners at the Secondary/ Junior College Level**

Teachers attend to learners of various needs and abilities across their different stages of development. They require relevant classroom management skills and pedagogical approaches to effectively accommodate their students' differentiated learning needs. By the end of the course, student teachers will be aware of the necessary skills and knowledge required to manage diverse learners and



design conducive learning environments supported by relevant pedagogical approaches.

## **QED52L The Social Context of Teaching and Learning**

This course aims to promote deeper understanding about the socio-political development of the Singapore education system among pre-service teachers at the National Institute of Education. They will appreciate the functions of the education 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 teachers, teacher, 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. It is hoped that pre-service teachers will become aware of the challenges that teachers face when engaging in pedagogical developments and initiatives in schools, and be empowered to become innovative, effective and caring teachers. Pre-service teachers are encouraged to link the content learnt in this course to what they have learnt in other courses at NIE, as they discuss major challenges and issues in the Singapore education system.

## **QED52M Character and Citizenship Education**

This course helps pre-service teachers to understand the key concepts and issues in Character and Citizenship Education (CCE) and get a good grasp of their roles in CCE in school. As schools play a nurturing role in the

development of students, teachers have the responsibility to be aware of their professional commitments with regard to CCE and as role models for students to be clear about their own values and morals: What roles do teachers play in the character development of students? What are the relevant attitudes, disposition, knowledge and skills that teachers should possess to enable them to contribute meaningfully to the character development of their students in schools? How should teachers introduce students to the notions of citizenship?

Hence, the CCE course will allow pre-service teachers in NIE to learn about character development, elements of citizenship, key approaches and pedagogies for CCE, as well as current MOE CCE policies and curriculum. Furthermore, the course will emphasize the relevant knowledge and skills teachers will need in order to deliver the CCE curriculum. Pre-service teachers will learn about the policies associated with CCE and be given opportunities to discuss the implementation of CCE in their future roles as teachers.

### **QED52N Assessing Learning and Performance**

This course provides participants with the ability to understand and apply the basic principles of educational assessment. The course will discuss the principles of educational measurement of learning. It aims to equip future teachers with the necessary knowledge and skills to monitor, appraise and evaluate learners' content knowledge, progress and performance achievement. This course will cover traditional paper and pencil testing methods and performance-based, authentic assessment procedures. The course will also include discussions on the different approaches to the use of assessment in education, namely assessment of, for and as learning.

### **QED52P Group Endeavours in Service Learning (GESL)**

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. GESL provides the opportunity for groups to broaden their knowledge and understanding of underprivileged communities.

Service and learning objectives are determined before the group starts on their project. Each group has a staff mentor who mentors and guides the group, and eventually assesses the group on their project. GESL seeks to empower student teachers through a hands-on approach of finding out the need of the community and serving them. 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 learn more about the community around us.

## Curriculum Studies

### The Teaching of Physical Education

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	QPC52A	Principles of Games	Core	2	-
	QPC52B	Instructional Methods in Physical Education	Core	3	-
	QPC52C	Badminton	Core	2	*
	QPC52D	Basketball	Core	2	*
	QPC52E	Fundamental Movement Skills	Core	3	-
	QPC52G	Curriculum Gymnastics	Core	2	*
	QPC52H	Soccer	Core	2	*
	QPC52K	Theory and Practice in Outdoor Education (Secondary)	Core	2	-
	QPC52L	Sports Injury Prevention in Physical Education and Youth Sport	Core	1	-
QPC52M	Dance	Core	2	*	
2	QPC62A	Instructional Strategies in Teaching of Physical Education	Core	3	-
	QPC62C	Softball	Core	2	*
	QPC62D	Track & Field	Core	2	*
	QPC62E	Fitness & Health	Core	2	-
	QPC62G	Floorball	Core	2	*
	QPC62H	Volleyball	Core	2	*

\* Student teachers are expected to have some basic skills BEFORE the start of the course.

### QPC52A Principles of Games

This course is designed to introduce student teachers to the concepts, theories and principles underpinning the teaching of games and to develop their pedagogical understanding in a broad spectrum of games.

They will also acquire lesson ideas, content development/progressions and teaching strategies for the teaching of invasion\*, net/barrier, striking/fielding and

target games suitable for use in secondary schools.

Student teachers will be introduced to developmentally appropriate teaching styles/ strategies / approaches / models that develop their pupils into confident and active participants of the game. These approaches include Teaching Games for Understanding (TGfU), Play Practice, the Games Concept Approach (GCA) and the Sport Education Model (SEP). Relevant Sports Science knowledge behind effective techniques, skills, tactics and their development in the game, various game-specific assessment tools of skills and game performance as well as the use of information technology (ICT) will also be introduced.

\* Invasion games will be prioritized.

### **QPC52B Instructional Methods in Physical Education**

This course is designed to provide student teachers with the opportunity to develop foundation skills of planning, teaching and evaluating school physical education in secondary schools.

Student teachers will be introduced to content selection, organization, instructional methods, direct teaching styles, task presentation, task, time and student management systems, observation of student performance, as well as feedback provision. Course format will include lectures, discussions, practical experiences, and microteaching.

### **QPC52C Badminton**

This course is designed to provide student teachers with the opportunity to develop their techniques, skills and game performance in badminton and acquire lesson ideas, content development/progressions and teaching strategies for the teaching of badminton in secondary

schools.

Student teachers will be introduced to developmentally appropriate teaching styles / strategies / approaches / models that develop their pupils into confident and active participants of the game.

Relevant Sports Science knowledge behind effective techniques, skills, tactics and their development in the game, various game-specific assessment tools of skills and game performance as well as the use of information technology (IT) will also be introduced.

### **QPC52D Basketball**

This course is designed to provide student teachers with the opportunity to develop their skills and game performance in Basketball and acquire lesson ideas, content development/progressions and teaching strategies for the teaching of Basketball in secondary schools.

Student teachers will be introduced to developmentally appropriate teaching styles / strategies / approaches / models that develop their pupils into enthusiastic and competent participants of the game. These approaches include Teaching Games for Understanding (TGfU), Play Practice, Games Concept Approach (GCA) and Sport Education Model (SEP).

Relevant Sports Science knowledge behind effective techniques, skills, tactics and their development in the game, various game-specific assessment tools of skills and game performance as well as the use of information technology (IT) will also be introduced.

### **QPC52E Fundamental Movement Skills**

This course provides student teachers with an understanding of the concepts, principles and practices of applying the knowledge of fundamental movement to specialized sports skills within the secondary school sports / games physical education curriculum.

It provides an overview of the role of fundamental movement within the Singapore's school physical education curriculum, focusing on developing fundamental movement proficiencies at the lower primary, application in modified games in the upper primary, and its relationship to the variety of specialized sports performance at the secondary levels. Specifically, this course will address the various manipulative, locomotor and non-locomotor skills applied within a movement framework that helps define the qualitative and quantitative aspects of human effort in a variety of sports and physical activities.

Student teachers will have some opportunity to develop their own movement proficiency, understand relevant teaching approaches to help their secondary pupils learn and apply mature movement patterns, concepts and sport science knowledge to sports skills, acquire the competencies to observe errors in performance, and to design appropriate learning tasks and progressions, using relevant teaching cues, to help pupils improve sports performance while remediating for fundamental movement inadequacies. Student teachers will also learn to employ appropriate formative and summative assessment tools for diagnostic purpose to facilitate pupils' learning.

## **QPC52G Curriculum Gymnastics**

As Curriculum Gymnastics is not part of the Secondary

school curriculum, the student teachers taking this elective will follow the primary course outline as a preparatory gymnastics programme.

This course will introduce curriculum gymnastics through a developmental approach that allows the participants to explore movement themes largely on floor activities, gradually progressing from simple to complex apparatus designs. More advanced floor and apparatus skills will be taught with a focus on progression as well as safety. Emphasis will be on the cognitive and affective development of the participants through appropriate pedagogical styles of teaching suitable for secondary schools. It is anticipated that participants will complete the course with a heightened level of confidence and personal conviction for teaching gymnastics in a progressive, creative and safe manner.

## **QPC52H Soccer**

This course is designed to provide student teachers with the opportunity to develop their skills and game performance in soccer and acquire lesson ideas, content development/progressions and teaching strategies for the teaching of soccer in secondary schools.

Student teachers will be introduced to developmentally appropriate teaching styles / strategies / approaches / models that develop their pupils into enthusiastic and competent participants of the game. These approaches include Teaching Games for Understanding (TGfU), Play Practice, Games Concept Approach (GCA) and Sport Education Model (SEP).

Relevant Sports Science knowledge behind effective techniques, skills, tactics and their development in the game, various game-specific assessment tools of skills



and game performance as well as the use of information technology (IT) will also be introduced.

### **QPC52K Theory and Practice in Outdoor Education (Secondary)**

This course examines key philosophical underpinnings, trends and issues related to outdoor education. It allows student teachers to reflect on the varied pedagogical approaches to outdoor learning and their impact on learning outcomes. Student teachers will gain an understanding of the strands and learning outcomes of outdoor education in the Secondary PE curriculum. Besides discussions, student teachers will also be equipped with basic outdoor skills through practical sessions. The course will culminate in a 5-day overnight outdoor experience where student teachers will be able to apply their newly acquired knowledge and skills.

### **QPC52L Sports Injury Prevention in Physical Education and Youth Sport**

This course is designed to provide the secondary-track pre-service physical education student teachers with the fundamental knowledge and skills to understand the growth-related biological aspects, risk factors, causes and mechanisms of youth sports injuries with specific emphasis on physical education settings in schools. The course will also include the principles and strategies of prevention and management of injuries in PE and youth sport.

### **QPC52M Dance**

This course is designed to provide student teachers with the opportunity to develop their techniques, skills and performance in dance and acquire lesson ideas, content

development / progressions and teaching strategies for the teaching of dance in secondary schools.

Student teachers will be introduced to developmentally appropriate teaching styles / strategies / approaches that develop their pupils into confident and active participants of dance. These approaches include teaching methods (problem-solving, facilitation, command style, reciprocal) and resource for the planning and instruction of folk, line (country and pop) and social dances. 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.

Relevant Sports Science knowledge behind effective techniques, skills, and their development in dance, various dance-specific assessments as well as the use of information technology (IT) will also be introduced.

## **QPC62A Instructional Strategies in Teaching of Physical Education**

This course, second in a series, builds on foundation pedagogical knowledge and skills appropriate for secondary school students.

It develops competence in a variety of teaching styles evolving from Mosston and Ashworth's spectrum 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.

## **QPC62C Softball**

This course is designed to provide student teachers with the opportunity to develop their techniques, skills and game performance in Softball and acquire lesson ideas, content development/progressions and teaching strategies for the teaching of Softball in secondary schools.

Student teachers will be introduced to developmentally appropriate teaching styles / strategies / approaches / models that develop their pupils into confident and active participants of the game. These approaches include Teaching Games for Understanding (TGfU), Play Practice, Games Concept Approach (GCA) and Sport Education Model (SEP).

Relevant Sports Science knowledge behind effective techniques, skills, tactics and their development in the game, various game-specific assessment tools of skills and game performance as well as the use of information technology (IT) will also be introduced.

## **QPC62D Track & Field**

This course is designed to impart the necessary skills and knowledge to pre-service teachers to teach selected Track & Field events to youths in a secondary school setting.

Student teachers will be introduced to developmentally appropriate teaching approaches. Relevant sport science knowledge, assessment tools, and the use of information technology will be incorporated.

## **QPC62E Fitness & Health**

This course is designed to help student teachers acquire

knowledge and skills in health, wellness and fitness so as to promote and develop a lifelong physically active and healthy lifestyle in their pupils.

Student teachers will be introduced to developmentally appropriate activities to develop various components of fitness and design safe and effective exercise programmes for their pupils.

### **QPC62G Floorball**

This course is designed to provide student teachers with the opportunity to develop their skills and game performance in floorball and acquire lesson ideas, content development/progressions and teaching strategies for the teaching of floorball in secondary schools.

Student teachers will be introduced to developmentally appropriate teaching styles / strategies / approaches/models that develop their pupils into enthusiastic and competent participants of the game. These approaches include Teaching Games for Understanding (TGfU), Play Practice, Games Concept Approach (GCA) and Sport Education Model (SEP).

Relevant Sports Science knowledge behind effective techniques, skills, tactics and their development in the game, various game-specific assessment tools of skills and game performance as well as the use of information technology (IT) will also be introduced.

### **QPC62H Volleyball**

This course is designed to provide student teachers with the opportunity to develop their skills and game performance in Volleyball and acquire lesson ideas, content development / progressions and teaching strategies for the teaching of Volleyball in secondary schools.

Student teachers will be introduced to developmentally appropriate teaching styles / strategies / approaches / models that develop their pupils into enthusiastic and competent participants of the game. These approaches include Teaching Games for Understanding (TGFU), Play Practice, Games Concept Approach (GCA) and Sport Education Model (SEP).

Relevant Sports Science knowledge behind effective techniques, skills, tactics and their development in the game, various game-specific assessment tools of skills and game performance as well as the use of information technology (IT) will also be introduced.

## Academic Subjects

### Physical Education

Year	Course Code	Title	Course Category	No. of	Pre-requisites
1	QPA52A	Introduction to Physical Education & Sport	Core	2	-
	QPA52B	Growth & Motor Development	Core	2	-
	QPA52C	Anatomical & Biomechanical Foundations of Physical Activity	Core	3	-
	QPA52D	Physiology of Exercise	Core	2	-
2	QPA62A	Foundations of Psychology & Motor Learning in Physical Activity	Core	3	QPA52B

#### QPA52A Introduction to Physical Education & Sport

This course emphasizes 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 Singapore's PE and Sports infrastructure 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 and discussed.

#### QPA52B Growth & Motor Development

This purpose of this course is to study physical growth and motor development, with particular emphasis during

the growing years. Factors influencing physical growth and motor development, age-related changes, individual, gender-related and maturity-associated variations in growth and development and variations during pubertal growth period will be discussed. Modelling the principles and the processes underlying growth and motor development through physical activities in teaching physical education will also be discussed.

### **QPA52C Anatomical & Biomechanical Foundations of Physical Activity**

This course enables student teachers to relate human anatomy to physical activities and to apply the principles of biomechanics to the teaching of physical skills.

Structural anatomy deals with the knowledge and an understanding of the bones, 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 concepts and principles that govern human movement. At the end of the course, student teachers will be expected to perform basic qualitative analysis of physical activities using basic concepts of mechanics and anatomy. This course would also provide a brief introduction to quantitative analysis of physical activities.

### **QPA52D Physiology of Exercise**

The purpose of this course is to equip student teachers in PE with an understanding of fundamental human and exercise physiology so as to enable them to design safe and effective lessons or training for 1) students during PE lessons and 2) student athletes gearing for sports performance.

A lecture and laboratory based foundation course in exercise physiology for student teachers in Physical Education (PE). 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.

### **QPA62A Foundations of Psychology & Motor Learning in Physical Activity**

This is an introductory course on sport and exercise psychology as well as motor learning. Specifically, the course will focus on topics and issues related to the social psychological variables that influence participation in physical activities, the environments in which sport and exercise participants operate, and selected outcomes of such participation. This course also introduces student teachers to some of the theories and practices associated with skill acquisition. The focus is specifically on how the individual develops, learns and performs motor skills. Student teachers will be introduced to these major concepts through a series of lectures, readings, and laboratory exercises.



## Language Enhancement and Academic Discourse Skills

### Communication Skills for Teachers

Course Code	Course Title	Course Category	No of AUs	Pre-requisites
QLK52B	Practical Pronunciation for Teachers	Core	1	-
QLK52C	Communication Skills for Teachers	Core	2	-

### QLK52B Practical Pronunciation for Teachers

The whole school approach to English emphasises the importance of all English-medium teachers providing good models of the target variety of spoken English. Participants will identify and compare the significant pronunciation features of the English language varieties spoken in Singapore, develop the ability to differentiate between them, and learn about the target variety for oral communication in the classroom. They will be made aware of how a teacher's pronunciation may impact his/her ability to deliver disciplinary content effectively to students, and will be introduced to a range of resources that will help them investigate language items specific to their own disciplines, such as the use of dictionaries to check the pronunciation of vocabulary related to their subject areas. With greater understanding of language related issues, student teachers will be in a better position to help their students develop in their spoken competence, and to encourage them to see the importance of speaking with accurate pronunciation and appropriate intonation during oral discussions or presentations in their content areas.

## **QLK52C 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. The student teachers become more aware of the importance of considering the purpose, audience and context in communicating effectively to promote student learning. The course provides opportunities for hands-on practice of target skills in realistic school-based situations. As part of the learning process, student teachers have the opportunities to practise good pronunciation, to understand effective voice production and to reflect on and self-assess their application of the knowledge and skills that they acquire during the course.

## Practicum

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

Teaching Practicum is a very important component of the PGDE programme. Student teachers will apply their knowledge and skills for the teaching subjects they are trained in and develop their teaching competencies in a variety of instructional contexts and at different levels under the guidance and supervision of cooperating teachers, school coordinating mentors and university lecturers. They will learn from experienced school mentors about the schooling process and prepare themselves for their roles and responsibilities in teaching.

The Practicum is developmental in nature. It comprises two school attachment periods, i.e., Teaching Practice 1 (TP1), and Teaching Practice 2 (TP2).

### 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 and NIE supervisors.

### 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 assessment 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.