



Nanyang Technological University
National Institute Of Education



DIPLOMA IN EDUCATIONAL
ADMINISTRATION

1995 - 1996

HANDBOOK

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NIE.D

School of Education
of Policy & Management Studies

ENQUIRIES

All enquiries on admission to programmes offered by NIE are to be directed to:

Manager
Student Affairs Division
Nanyang Technological University
National Institute of Education
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Singapore 1025

NO STUDENT MAY PURSUE CONCURRENTLY ANY COURSE OF STUDY AT ANOTHER INSTITUTION OF LEARNING WHEN ENROLLED AS A FULL-TIME STUDENT AT THIS INSTITUTE.

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.

1. INTRODUCTION

The Diploma in Educational Administration Programme (Primary and Secondary) is a full-time programme of one academic year duration. It is designed specially for selected **vice-principals** to prepare them for school principalship. It offers specialisation in both primary and secondary school administration.

Admission Criteria

Participants from the secondary schools are graduate vice-principals, and those from primary schools are mainly non-graduates. Participants are selected by the Ministry of Education and are sponsored for the programme.

The admission requirements are:

- (a) a minimum of 5 years' trained teaching experience,
- (b) they have favourable reports on teaching and administrative ability and professional conduct,
- (c) they have been officially appointed, and have served as either Senior Assistant or Head of Department for at least 3 years,
- (d) they have acceptable academic and teaching qualifications, and
- (e) they are able to follow a course of study in English.

Job Focus of Programme

The programme is designed by the School of Education with inputs from the Schools Division and the Personnel Division of the Ministry of Education. Reviews for restructuring the programmes, when necessary, are also done jointly by the National Institute of Education and the Ministry of Education. Resource persons are appointed by the Schools Division to work with the lecturers of the National Institute of Education to help the participants link theory to practice. Suitable principals are appointed by the Schools Division to act as mentors for the participants when they have their school attachment component of the programme.

Aims of the Programme

In line with the effort of the Ministry of Education to give school principals greater autonomy in school management, the Diploma in Educational Administration programme aims to prepare vice-principals to become effective and efficient professional and instructional leaders who are able to:

- (a) Bring about change in the school,
- (b) Manage time and human and material resources for increased pupil learning,
- (c) Encourage others to work collectively to achieve organisational goals,
- (d) Respond effectively to the demands made on the school by both the internal and external environments,
- (e) Strive to improve themselves and others in order to achieve a higher level of excellence

- in their work, and
- (f) Be conversant with financial and cost management.

2. PROGRAMME STRUCTURE

The Diploma in Educational Administration programme has the same structure for primary and secondary specialisation. It consists of four main subject areas and a school attachment. The four subject areas comprise a number of modules each.

- (a) **Subject Area A: School Management**
Module 1: School as an Organisation
Module 2: Personnel Management and Human Resource Management
Module 3: Leadership in the Educational Enterprise
- (b) **Subject Area B: Policy and Financial Management**
Module 1: Policy Studies in Education for School Principals
Module 2: Financial and Resource Management in Schools
- (c) **Subject Area C: Curriculum Management**
Module 1: Managing Curriculum Development, Change and Implementation
Module 2: Managing Pupil Development
Module 3: Managing the Instructional Programme

- (d) **Subject Area D: Management of School-based Research and Evaluation**
Module 1: Models, Concepts, and Principles in School-based Research
Module 2: Methodology for School-based Research.
Module 3: Educational Evaluation

- (e) **School Attachment**

The school attachment is intended to provide participants with the opportunity to learn from a mentor who is presently the principal of a school. Participants spend two periods of four weeks each at the school of their mentor and will carry out assigned tasks and duties that will enable them to learn skills and gain insights into the job of the principal as the chief executive of a school.

Assessment

Participants are required to attend and pass all the modules and the school attachment. Modules are assessed in a variety of ways: through essays, school-based projects, and a research report. The School Management subject area is assessed by a written examination, and school attachment is rated. Participants will qualify for an award of the Diploma in Educational Administration only on successful completion and performance in all the components of the programme.

3. SUBJECT AREA OUTLINES

SUBJECT AREA A: SCHOOL MANAGEMENT (96 HOURS)

MODULE/DURATION:

- SM701/751 SCHOOL AS AN ORGANIZATION
(32 HOURS)**
- SM702/752 PERSONNEL MANAGEMENT
AND HUMAN RESOURCE
MANAGEMENT (32 HOURS)**
- SM703/753 LEADERSHIP IN THE
EDUCATIONAL ENTERPRISE
(32 HOURS)**

RATIONALE: Secondary/Primary school principals and vice-principals are executives of their schools. As executives, they motivate, organise, lead and manage their schools. In carrying out these functions of management, they need to have conceptual, human relations and technical skills as well as knowledge of organisational dynamics. This subject on School Management provides the participants with the needed knowledge and skills to perform effectively as secondary/primary school executives.

OBJECTIVES:

The objectives of the subject area are to enable participants to:

- have the knowledge and tools to create appropriate teaching and conducive learning environments in their schools to ensure learning;
- be able to recognise that managing requires a systems approach and that practice must always take into account situations and contingencies;
- be able to define the major management functions and to show how each is independent and interdependent, and
- be able to draw and apply eclectically from the different management theories.

CONTENT:

SM701/751: THE SCHOOL AS AN ORGANISATION (32 HOURS)

The module on School as an Organisation deals mainly with the organising, planning, and controlling functions of secondary/primary school principals and vice-principals as school executives. To enable them to organise effectively, organisational processes and dynamics are also dealt with.

The broad areas that are covered in this component are:

1.1 The School as An Organisation

Organisational theory and organisational behaviour; general systems theory, social systems theory, role theory, and contingency theory.

1.2 Nature and Purpose of Organising

Organising as a process; organisational structures: departmentation, organisational levels and span of management, line and staff authority relationships.

1.3 Decentralisation of Authority

- The role of the principal and vice-principal in a centralised-decentralised system of education.
- The extent of authority and autonomy of secondary/primary school principals.
- Delegation

1.4 Processes of Organising

Organisational

- Power and influence
- Coordination
- Communication
- Group processes
- Meetings

1.5 Planning and Controlling

- Managing by objectives
- School appraisals and strategic planning
- Feedback and feedforward processes
- Control of overall performance
- Productivity, cost-effectiveness, quality

1.6 Working with the External Environment

- Boundary spanning
- External environment and accountability
- Public relations and marketing

SM702/752: PERSONNEL MANAGEMENT AND HUMAN RESOURCE MANAGEMENT (32 HOURS)

The module on Personnel Management and Human Resource Management basically deals with the staffing functions that primary/secondary school principals and vice-principals perform as school executives. The broad areas of studies defined under Personnel Management are:

2.1 Introduction to Personnel Management

- Past and present perspectives
- Some current problems and issues
- Developing a personnel management philosophy

2.2 Personnel Functions: Staffing

- The importance of the staffing function
- Ministry of Education policy requirements, expectations

and procedures governing staffing and supply of staff

- Situational factors affecting staffing
- Job analysis: Job specification and description
- Criteria for staff deployment

2.3 Staff Development

- Staff development and organizational development
- The system of staff development
- Approaches to staff development: School-based and external training
- Ways of monitoring staff performance

2.4 Staff Appraisal

- The problem of appraisal of staff

- Planning the appraisal of staff
- Collecting data and monitoring
- Report writing and feedback
- Factors that can distort appraisals

2.5 Socialising the new employee

- organizational/school culture
- the socialization process
- considerations in socializing new employees

2.6 Human Relationships

- Self awareness and self understanding
- Dealing with conflicts, complaints, grievances and problems on the interpersonal level

- Handling of poor staff performance: coaching and counselling.

2.7 Adult Motivation and Morale

- Motivation of staff and job satisfaction
- Overview of motivation theories
- Motivation in practice

SM703/753: LEADERSHIP IN THE EDUCATIONAL ENTERPRISE (32 HOURS)

The module on Leadership in the Educational Enterprise encompasses leadership theories and practice, and the processes of leading. The content is geared towards an overall view of what constitutes school leadership and its impact on the school in general, and instruction in particular.

The broad areas that are covered in Leadership in the Educational Enterprise are:

3.1 Theories of Leadership

- What is leadership
- Theories of leadership: trait approach, situational approach and contingency approach, and transformational leadership
- Application to instructional leadership Effective Schools Management vs Leadership

3.2 The Interaction of Personality and Belief Systems with Leadership Role

- Assumptions about people
- Preferred management styles
- Adjustment of leadership styles to the prevailing situation
- The impact of leadership styles in the school, the amount and quality of participation of followers and the attitude of the leader

3.3 Principals as Team Builders

- Characteristics of an effective team
- Methods for building a team
- Importance of team roles

3.4 Decision-Making

- Models for decision-making
- Participation in decision-making
- Processes of decision-making: Developing alternatives, the process of evaluation, bases for selection among alternatives and evaluating the importance of a decision

3.5 Time-Management

- The importance of time-management
- Why people mismanage time

- Studies on time-management of school principals
- Techniques of time-management

3.6 Cultural Leadership

- Concept of school climate and culture
- Measurement of school climate and culture
- Improvement of school climate and culture

ASSESSMENT:

At the end of the programme, participants will sit for a three-hour written examination.

**SUBJECT AREA B: POLICY AND FINANCIAL
MANAGEMENT (52 HOURS)**

MODULE/DURATION:

**PM704/754 POLICY STUDIES IN
EDUCATION FOR SCHOOL
PRINCIPALS (26 HOURS)**

**PM705/755 FINANCIAL & RESOURCE
MANAGEMENT IN SCHOOLS
(26 HOURS)**

LECTURERS: Staff from the Division of Policy and
Management Studies

RATIONALE: As leaders who have to cope with the present
and plan for a dynamic future, school
principals need to be aware of the nature and
implications of educational policy making as
well as the knowledge and skills needed to
effectively manage financial and other
resources in the school setting. Thus they
need frameworks to understand how and why
policies are formulated, how policies could be
interpreted and implemented and to be aware
of consequences that arise from policy
implementation. They also need to
understand procedures for financial and
resource management.

OBJECTIVES:

The objectives of the subject area are to enable participants to:

- develop an awareness, knowledge of and be able to reflect on national educational policy and issues, and other national policies which impact on education;
- gain a basic understanding of the policy process, mechanisms for understanding this process and techniques available for analysing it;
- examine mechanisms for interpreting policy;
- be aware of the various actors and groups which influence the policy making process;
- gain a basic understanding of policy making and development at the school level;
- keep accounts and documentation for audit;
- manage the budget and finances;
- gain an understanding of activities related to raising funds for the school, and
- manage the physical resources.

**PROGRAMME STRUCTURE
DIPLOMA IN EDUCATIONAL ADMINISTRATION (PRIMARY)**

MODULE CODE & TITLE	CONTACT HOURS SEMESTER	
MODULE CODE & TITLE	Hours	July
<u>SUBJECT AREA A</u>		
SCHOOL MANAGEMENT		
Modules:		
1. SM701 School as an Organisation	32	
2. SM702 Personnel Management and Human Resource Management	32	32
3. SM703 Leadership in the Educational Enterprise	32	32
Sub-total	96	64
<u>SUBJECT AREA B</u>		
POLICY AND FINANCIAL MANAGEMENT		
Modules:		
4. PM704 Policy Studies in Education for School Principals	26	26
5. PM705 Financial and Resource Management in Schools	26	26
Sub-total	52	52
<u>SUBJECT AREA C</u>		
CURRICULUM MANAGEMENT		
Modules:		
6. CM706 Managing Curriculum Development, Change & Implementation	32	32
7. CM707 Managing Pupil Development	26	
8. CM708 Managing the Instructional Programmes	26	
Sub-total	84	32

COURS PER	EXAMINATION		Date for submitting projects/Exams
	Testing Mode	Grades	
Jan			
32	<u>Paper: Management Theory</u> A 3-hour written examination for modules 1-3.	A to F	Apr '96
32			
	1 short essay	A to F	Nov '95
	1 short essay	A to F	Nov '95
	1 term paper	A to F	Nov '95
26	1 essay	A to F	Apr '96
26	1 short essay	A to F	Apr '96
52			

**PROGRAMME STRUCTURE
DIPLOMA IN EDUCATIONAL ADMINISTRATION (PRIMARY)**

MODULE CODE & TITLE	CONTACT HOURS SEMESTER	
	Hours	July
<u>SUBJECT AREA D</u> MANAGEMENT OF SCHOOL-BASED RESEARCH AND EVALUATION Modules:		
9. ME710 Models, Concepts and Principles in School-Based Research	26	26
10. ME711 Methodology for School-Based Research	26	
11. ME712 Educational Evaluation	26	
Sub-total	78	26
<u>SCHOOL ATTACHMENT</u> OTHERS:	8 wks	4 wks
Pre-attachment seminars	(20)	
Orientation School Visits	(30)	
Ethics and Management in Education	(15)	
Attachment Seminars	(12)	
Sub-total	(77) + 8 wks	4 wks
Total	310 + 8 wks	142 + 4 wks

PER	EXAMINATION		Date for submitting projects/Exams
	Testing Mode	Grades	
Jan			
	1 term paper	A to F	Nov '95
26	1 project report	A to F	Apr '96
26	1 essay	A to F	Apr '96
52			
4 wks	A <u>Pass</u> or <u>Fail</u> grade	Pass/ Fail	Sep/Oct '95 Jan/Feb '96
4 wks			
168 + 4 wks			

**PROGRAMME STRUCTURE
DIPLOMA IN EDUCATIONAL ADMINISTRATION (SECONDARY)**

MODULE CODE & TITLE	CONTACT HOURS PER SEMESTER	
	Hours	July
<u>SUBJECT AREA A</u> SCHOOL MANAGEMENT Modules:		
1. SM751 School as an Organisation	32	32
2. SM752 Personnel Management and Human Resource Management	32	
3. SM753 Leadership in the Educational Enterprise	32	
Sub-total	96	32
<u>SUBJECT AREA B</u> POLICY AND FINANCIAL MANAGEMENT Modules:		
4. PM754 Policy Studies in Education for School Principals	26	26
5. PM755 Financial and Resource Management in Schools	26	
Sub-total	52	26
<u>SUBJECT AREA C</u> CURRICULUM MANAGEMENT Modules:		
6. CM756 Managing Curriculum Development, Change & Implementation	32	32
7. CM757 Managing Pupil Development	26	
8. CM758 Managing the Instructional Programmes	26	
Sub-total	84	32

RS PER	EXAMINATION		Date for submitting projects/Exams
	Testing Mode	Grades	
Jan			
32	Paper: Management Theory A 3-hour written examination for modules 1-3.	A to F	Apr '96
32			
64			
	1 short essay	A to F	Nov '95
26	1 short essay	A to F	Apr '96
26			
26	1 term paper	A to F	Nov '95
	1 essay	A to F	Apr '95
26	1 short essay	A to F	Apr '96
52			

**PROGRAMME STRUCTURE
DIPLOMA IN EDUCATIONAL ADMINISTRATION (SECONDARY)**

MODULE CODE & TITLE	CONTACT HOURS SEMESTER	
	Hours	July
<u>SUBJECT AREA D</u> MANAGEMENT OF SCHOOL-BASED RESEARCH AND EVALUATION Modules:		
9. ME760 Models, Concepts and Principles in School-Based Research	26	26
10. ME761 Methodology for School-Based Research	26	
11. ME762 Educational Evaluation	26	26
Sub-total	78	52
<u>SCHOOL ATTACHMENT</u> OTHERS:	8 wks	4 wks
Pre-attachment seminars Orientation School Visits Ethics and Management in Education Attachment Seminars	(20) (30) (15) (12)	
Sub-total	(77) + 8 wks	4 wks
Total	310 + 8 wks	136 + 4 wks

PER	EXAMINATION		Date for submitting projects/Exams
	Testing Mode	Grades	
Jan			
26	1 term paper	A to F	Nov '95
	1 project report	A to F	Apr '96
	1 essay	A to F	Nov '95
26			
4 wks	A <u>Pass</u> or <u>Fail</u> grade	Pass/ Fail	Sep/Oct '95 Jan/Feb '96
4 wks			
174 + 4 wks			

CONTENT:

PM704/754: POLICY STUDIES IN EDUCATION FOR SCHOOL PRINCIPALS (26 HOURS)

1.1 Policy frameworks

- Rational and political models of policy making
- Power and influence
- Mechanisms for interpreting/understanding policy (policy analysis)

1.2 Awareness and knowledge of issues

- Access & selection issues
- Choice and autonomy (eg. independent schools)
- Vocationalising of education
- Investment in education
- Parents' role in school
- Language, culture and values
- These issues will be upgraded for each course to stay up to date with current issues.

1.3 Comparative Policy

- Different educational systems and variables
- Global trends which influence policy

1.4 Policy making and formation at the school level

- Marketing
- Mission
- School policy and planning

PM705/755: FINANCIAL & RESOURCE MANAGEMENT IN SCHOOLS (26 HOURS)

2.1 Education Funding in Singapore

- Per Cent of National Budget
- Education Budget by Level

2.2 Public Sector Organization

- Levels of Responsibility
- Ministry of Education
- Role of Various Departments
- Funds and their Restrictions

2.3 Public Sector Accounting

- Understanding Financial

- Information
- Fund Accounting
- 2.4 Fundamentals of Planning
 - The Planning Process
 - Linking Planning and Budgeting
- 2.5 Preparing the School Operating Budget
 - Budgeting Methods
 - Budget Preparation
 - Budgetary Decision Making
 - Allocation by Funding and Department
- 2.6 Budget Management
 - Expenditure Monitoring
 - Internal Control
 - Analysis and Use of Management Information
- 2.7 Capital Asset Management
 - Maintenance and Operation of School Facility
 - Long-range Planning and Project Proposal
- 2.8 General Finance and Accounts in Schools

- 2.9 **Financial and Accounts Procedures**
 - **Stores, Services and Works in Schools**
 - **M a i n t e n a n c e a n d Improvement Projects**
 - **Purchasing Procedures**

- 3.0 **Fund raising**

- 3.1 **Auditing**
 - **Purpose of Auditing**
 - **Focus of Internal and External Auditors**

**SUBJECT AREA C: CURRICULUM MANAGEMENT
(84 HOURS)**

MODULE/DURATION:

CM706/756	MANAGING CURRICULUM DEVELOPMENT, CHANGE AND IMPLEMENTATION (32 HOURS)
CM707/757	MANAGING PUPIL DEVELOPMENT (26 HOURS)
CM708/758	MANAGING THE INSTRUCTIONAL PROGRAMMES (26 HOURS)

RATIONALE: Among the responsibilities of the principal is the task of ensuring that the curriculum is effective in operation and meets the intended goals and criteria. This subject area is designed to help the principal develop a clear understanding of what makes up an effective curriculum, manage curriculum tasks and utilise the appropriate procedures for planning curriculum projects and improving the curriculum.

School principals are expected to take a lead in planning for the implementation of mandated and self-initiated change of the

school programme. In doing so, they would be concerned that such efforts are coordinated with existing curricular arrangements and purposefully geared towards meeting the developmental needs of pupil-learners. This subject area is also designed to inform and sensitise potential principals about the pupils for whom the school curriculum is developed, the process of curriculum implementation and management of the instructional programmes.

OBJECTIVES:

The objectives of the subject area are to enable participants to:

- examine the nature of the curriculum and curriculum issues;
- utilise selected models in the management of curriculum tasks;
- understand the assumptions about educational change and adopt the proper procedures for curriculum change and improvement;
- initiate and manage curriculum projects for specific needs;
- give course participants an overview of issues in the psycho-social and cognitive development of children and adolescents as discussed in the effective schools

literature;

- sensitise them to the strengths and weaknesses of existing curricular provisions in the primary or secondary school in responding to the developmental needs of pupils;
- equip them with a conceptual framework to think about and plan for the implementation of mandated and self-initiated change efforts in the school system;
- examine critically existing models of curriculum implementation and how they relate to more basic integrative and systematic reform and change efforts in Singapore schools in the 1990s;
- demonstrate through case studies the need for an integrative approach in leading, planning, coordinating and monitoring the implementation process in the school, and
- familiarise course participants with new trends, methodologies for teaching and assessment in the subject/cognate area programmes.

CONTENT:

CM706/756: MANAGING CURRICULUM DEVELOPMENT, CHANGE & IMPLEMENTATION (32 HOURS)

- 1.1 Overview of the curriculum field
- 1.2 Nature of the curriculum
- 1.3 Principal's curriculum responsibilities and tasks
- 1.4 Educational policies and the primary/secondary school curriculum
- 1.5 Curriculum problems and problem solving
- 1.6 Selected models of curriculum development
 - Objectives model
 - Process model
 - Situational analysis
- 1.7 Utilisation of models for curriculum planning and improvement
 - Conducting a needs assessment
 - Setting goals
 - Selecting the curriculum
 - Organising the curriculum
 - Evaluating the curriculum
 - Resolving curriculum problems
- 1.8 Curriculum implementation: problems faced by principals. Multi-dimensionality of implementation process at school.

- 1.9 The role of the principal in curriculum implementation.
- 1.10 Differing paths to curriculum implementation; technical, cultural and political perspectives as helpful lenses for understanding the implementation process.
- 1.11 Implementation strategies: holistic and integrative approaches in curriculum development and implementation.

**CM707/757: MANAGING PUPIL DEVELOPMENT
(26 HOURS)**

- 2.1 Elements of 'Development' and 'Growth' in children as discussed in social and cognitive psychology.
- 2.2 Concepts of 'potential', 'equality of opportunity', 'ability', 'autonomy' and 'developmental needs' of pupils.
- 2.3 How responsive are Singapore schools to the developmental needs of children and adolescents? Organisational and socio-cultural impediments to pupil development.
What are 'developmentally responsive schools'?

- 2.4 The phenomenon of pupil alienation and its significance for principals in Singapore schools: redefining the learning role of pupils.
- 2.5 The nature of learning: update on research in cognitive development; implications for curriculum organisation and delivery of the school curriculum (eg. constructivism, and curriculum development for involved learning).
Strategies for enhancing learning and socialisation in the school.
- 2.6 Factors and forces that influence the nature of work in schools in Singapore and other industrialised societies.
Towards a personal philosophy of education and schooling.

CM708/758: MANAGING THE INSTRUCTIONAL PROGRAMMES (26 HOURS)

- 4.1 The Cognate Areas (language, science, mathematics, humanities/social studies, ECA and aesthetic education, craft and technology, moral education): new trends and developments in each area.

- 4.2 Issues in the curriculum design and delivery of the cognate areas: teaching methodology and assessment of each area.
- 4.3 Impact of the new trends, developments and issues on the teaching and learning of the cognate areas.
- 4.4 Supervision of the instructional programme: the role of the principal in improving the teaching and learning processes.

ASSESSMENT:

Details will be given by the respective lecturers during the first lesson of each module.

SUBJECT AREA D: MANAGEMENT OF SCHOOL-BASED RESEARCH AND EVALUATION (78 HOURS)

MODULE/DURATION:

- ME710/760 MODELS, CONCEPTS, PRINCIPLES IN SCHOOL-BASED RESEARCH (26 HOURS)**
- ME711/761 METHODOLOGY FOR SCHOOL-BASED RESEARCH (26 HOURS)**
- ME712/762 EDUCATIONAL EVALUATION (26 HOURS)**

RATIONALE: Principals and vice-principals are expected to be knowledgeable not only about how to run their schools, but also about effecting change and improvement in their schools. Among the skills that are relevant for this purpose is knowing how to initiate, plan and conduct school-based studies. The course is intended to enable participants to understand and utilise research as a tool in their work at school.

The dynamic and creative principal is likely to initiate various innovations in his desire and drive to improve the various programmes in the school. Consequently, he will need to explore ways of assessing the status of current practices in the school and devise methods for evaluating the impact of any changes that he wishes to implement in the school. The basic questions of Why, What and How to evaluate will be discussed.

OBJECTIVES:

The objectives of the subject area are to enable participants to:

- acquire a knowledge of research concepts and procedures that are appropriate for the school setting,
- apply this knowledge by carrying out a school-based study.
- examine the validity, reliability, and usability of some common methods of obtaining data in the school (e.g., tests, report books, and registers).
- examine the concepts procedures and results of evaluation strategies suitable for educational programmes.
- devise an evaluation framework for a proposed innovation (e.g., peer-tutoring, mastery learning).

CONTENT:

ME710/760: MODELS, CONCEPTS AND PRINCIPLES IN SCHOOL-BASED RESEARCH (26 HOURS)

1.1 **Educational research**

- Purpose
- Models

1.2 **Kinds of research-assumptions and concepts of:**

- Quantitative research
- Qualitative research
- Action research

1.3 **School-based research**

- Purpose and concepts
- Principles for conducting school-based research
- Examples of school-based research

ME711/761: METHODOLOGY FOR SCHOOL-BASED RESEARCH (26 HOURS)

- Needs assessment
- Literature search and review
- Planning the study
- Research design
- Collecting data

- Analysing and interpreting
- Examining implications
- Reporting on the study

**ME712/762: EDUCATIONAL EVALUATION
(26 HOURS)**

3.1 The nature and purpose of evaluation

- The evaluation cycle
- Evaluation of instructional and non-instructional programmes in the school
- Aspects of school-based curriculum evaluation
- Curricular improvement and programme validation
- Policy making and decisions regarding teachers and pupils
- Administrative regulations, use of resources, and efficiency of supportive staff

3.2 The evaluation process

- Planning for evaluation
- Conducting the evaluation

- Collecting and analysing data
- Reporting and using results

3.3 Planning for evaluation

- Identification of needs and priority of evaluation
- Specification of goals and evaluative questions
- Decision on modes of operation and time-frame for subsequent actions
- Choice of measuring instruments and devices for gathering information
- Allocation of manpower and resources
- Drawing up guidelines for implementation
- Conducting meetings for periodic revision
- Other considerations, e.g. the extent of staff and pupil involvement, design requirements and availability of resources, budgeting constraints, ethical issues, political implications.

3.4 Conducting the evaluation

- Alternative strategies: scientific, naturalistic
- Experimental, quasi-experimental, case studies, surveys
- Information sources: Audiences, document analyses, tests and non-test data

3.5 Collecting and analysing data

- Types of data: techniques of analysis
- Instrumentation: Adopt, adapt and construct instruments; evaluation of instruments to be used
- Organisation of data
- Interpretation of data

3.6 Reporting and using results

- Format for writing proposal and report
- Documentation and dissemination of evaluation information
- Reporting evaluation study in cogent form

3.7 Practical exercises

- Drawing up plans for effective evaluation:

Each participant to draw up plans to fit in the requirements and needs of his own school and to present the plan for group discussion

- Construction of measuring instruments: Group-work followed by discussion sessions
- Analysis of data; statistical treatment

ASSESSMENT:

Details will be given by the respective lecturers during the first lesson of each module.

4. SCHOOL ATTACHMENT (8 weeks)

The School Attachment is an eight-week component of the Diploma in Educational Administration [DEA] programme. Its aims are as follows:

1. To provide a realistic setting for the DEA participants to apply and practise the conceptual, human relations and technical theories and skills of school management that they have acquired from course work, and
2. To provide the DEA participants with opportunities for concrete, first-hand and practical learning of school management skills and behaviours through:
 - 2.1 Observation of their mentors in the management of their schools;
 - 2.2 Role-modelling of their mentors' effective school management skills and behaviours;
 - 2.3 Undertaking specific school management tasks that allow them to practise the pertinent skills and behaviours, and
 - 2.4 Feedback, coaching and counselling by their mentors and NIE supervisor.

Prior to the eight-week School Attachment, a ten (10)- hour Pre-attachment Seminar will be conducted

in Semester 1 of the DEA academic year. The eight-weeks on-the-job school attachment will be conducted during Semesters 1 and 2 of the DEA programme. Participants will attend a further 12 hours of school attachment seminars spread over the two Semesters.

For the eight-week on-the-job attachment, the DEA participants will be attached to their mentoring principals for four weeks for each of the two academic Semesters. During the four weeks, the participants will return to the National Institute of Education to review, share and clarify their attachment learning experiences in the School Attachment Seminars.

At the conclusion of each period of school attachment, a feedback report on the participant's learning progress will be completed as a result of a tripartite conference between the mentor, the participant and the NIE supervisor.

3. To provide the DEA participants with the relevant concepts to deal with ethical issues related to the practice of school management, a series of seminars on Ethics and Management in Education will be conducted. The rationale, objectives and content covered

for this series of seminars are appended below:

3.1 RATIONALE

The powers vested in leaders in school learning and administration are meant for upholding the discipline both of the realms of meaning and knowledge schools are transmitting, and the social conditions to facilitate the transmission. They therefore should not be exerted arbitrarily, and any exertion of power has to be justified in terms of the needs of the said discipline. Unnecessary use of power would be immoral and dictatorial. Professional ethics of educational leadership then require that considerations of reason, truthfulness, justice, care and compassion be given in deliberations as to how best to administer the content of the curriculum and the social context for transmitting it. This is so especially because education is a moral enterprise.

3.2 OBJECTIVES

- to initiate participants into an understanding of related moral principles and their justification.
- to discuss the application in the school setting of the moral principles.

- to help participants to anticipate the situations where ethical issues are likely to arise, where the above discussions will apply.
- to recommend solutions to the problems on the basis of moral understanding.

3.3 CONTENT

- the nature of morality, moral values and their justification.
- the nature of academic disciplines, their instructional objectives and ethical issues.
- scenarios of possible ethical issues arising from academic teaching and learning in Singapore schools.
- policies of staff administration in the light of related moral principles.
- scenarios of possible ethical issues arising from staff administration in Singapore schools.
- policies of pupils administration in the light of related moral principles.
- scenarios of possible ethical issues arising from pupils administration in Singapore schools.