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ENQUIRIES

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

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or visit the NIE homepage at:

<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.

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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

INTRODUCTION

The National Institute of Education (NIE) offers a variety of foundation programmes leading to Diplomas for teachers in primary or secondary schools. Details of these programmes are indicated in the following paragraphs.

The **Diploma in Education (Dip Ed)** programme is a two-year full-time programme meant for GCE 'A' Level holders, Polytechnic Diploma holders and GCE 'O' Level holders. In the case of the latter, GCE 'O' Level holders would have to complete a two-year preparatory programme in the teaching of mother tongue languages prior to entry to the Dip Ed Programme, thereby making the total duration of the programme to be four years.

There are two versions of the Dip Ed programme: the General and the Specialisation programmes. The General programme prepares student teachers to become generalist teachers. The Specialisation programmes provide for specialisation in the teaching of the mother tongue languages at the primary or secondary school level and Art or Music at the secondary school level. GCE 'O' Level holders would be trained for the teaching of mother tongue languages at primary school level.

The **Diploma in Physical Education (Dip PE)** programme is for GCE 'A' Level holders and Polytechnic Diploma holders. The two-year full-time programme seeks to train student teachers to teach Physical Education at the primary level.

The **Diploma in Art Education (Dip Art Ed)** and **Diploma in Music Education (Dip Mus Ed)** programmes are two-year full-time programmes for Polytechnic or NAFA or LaSalle-SIA College Diploma holders of Fine Art or Music. For those who have completed NAFA's three-year Diploma in Art (Teaching) or Music (Teaching), the Dip Art Ed and Dip Music Ed Programmes are one-year full-time. The programmes train

student teachers to become specialist secondary school teachers in their respective subjects.

The one-year **Diploma in Home Economics Education** programme is for Temasek Polytechnic Diploma holders in Consumer Science and Technology. This programme will prepare student teachers for teaching Home Economics at the secondary school level.

The one-year Diploma in Special Education Programme is for nominated teachers of special education organisations and special needs officers of the Ministry of Education. The programme trains student teachers for the teaching of special needs children in organisations and schools.

All the above programmes are administered by the Foundation Programmes Office which is committed to developing educational professionals to be leaders in the service of learners.

Aims of Programmes

The Diploma in Education programme is designed to prepare well-informed, competent and reflective teachers. Such teachers will have an understanding of the key concepts and principles of teaching and learning and should be able to implement, analyse and theorise about key instructional processes. They will be able to discharge competently their teaching responsibilities in a variety of classroom and school contexts in a professional and committed manner.

The Diploma in Physical Education programme seeks to develop professional competence and expertise in teaching Physical Education as a major subject. It seeks to enable student teachers to follow an academic and knowledge-based approach to the subject area of Physical Education. The programme aims

to give student teachers a grasp of the psychological, sociological and philosophical principles essential to an understanding of the teaching process and to train student teachers to teach English or Mathematics at primary schools.

The Diploma in Art/Music/Home Economics Education Programmes provide professional training for specialist teachers in Art, Music and Home Economics. They are designed to prepare well-informed, competent and reflective teachers who have an understanding of the key concepts and principles of teaching and learning, a strong foundation in the subject matter of their chosen area, and the ability to apply such knowledge and skills effectively in their teaching.

The Diploma in Special Education is designed specifically to train teachers of children with special needs and MOE Special Needs Officers. They will acquire basic knowledge of the key areas of child development, educational theory and the aetiology of the major types of disabilities. The programme will equip them with the skills necessary for the identification of specific disabilities as well as the diagnosis and assessment of individual weaknesses. They will be able to develop competency in a range of teaching skills, plan and evaluate individualised intervention programmes for their own area of disability specialisation.

Duration of Programmes

With the exception of the one-year Diploma in Art/Music/Home Economics Education and Diploma in Special Education Programmes, the Diploma programmes extend over a period of two academic years. For GCE 'O' Level holders specialising in the teaching of mother tongue languages in the Diploma in Education Programme, there is, in addition, a two-year preparatory programme before the Diploma programme commences.

The Academic Unit System

The Institute adopts the Academic Unit System, i.e., academic units are used to measure academic workload per semester and per academic year. The academic year is currently divided into two semesters.

The Academic Unit (AU) provides a consistent measure of the student teacher's academic workload related to both class attendance and independent preparation. One Academic Unit represents an average workload of one hour per week in the form of lecture/tutorial classes, or three hours per week in the form of laboratory/field work sessions over 13 teaching weeks in a semester. For example, a typical course with one lecture hour per week and one tutorial hour per week carries 2 AUs. Academic Units are calculated on a course basis, i.e., subjects are made up of courses, and each course carries a certain number of AUs.

Academic Calendar

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

Academic Year 2007-2008

Programme	Dates of Orientation (O+) Semester (S) / Recess (R) / Vacation (V)	Dates of Examination / Revision/	Dates of Practicum
Dip Ed Year 1 Dip PE Year 1 Dip Art Ed Year 1	O : 25 Jul 2007 – 03 Aug 2007 S1: 06 Aug 2007 – 30 Nov 2007 R : 22 Sep 2007 – 30 Sep 2007 V : 01 Dec 2007 – 06 Jan 2008 S2: 07 Jan 2008 – 02 May 2008 R : 23 Feb 2008 – 02 Mar 2008 V : 03 May 2008 – 27 Jul 2008**	10 Nov 2007 – 30 Nov 2007 12 Apr 2008 – 02 May 2008	Nil 23 Jun 2008 – 25 Jul 2008** (5 weeks of Teaching Assistantship during the vacation before Year 2)
Dip Ed Year 2 Dip PE Year 2 Dip Art Ed Year 2	S1: 06 Aug 2007 – 30 Nov 2007 R : 22 Sep 2007 – 30 Sep 2007 V : 01 Dec 2007 – 06 Jan 2008 S2: 07 Jan 2008 – 23 May 2008 R : 08 Mar 2008 – 16 Mar 2008	10 Nov 2007 – 30 Nov 2007 Compulsory Enrichment Programme up to 23 May 2008	Nil 25 Feb 2008 – 09 May 2008* (10 weeks of Teaching Practice)
Dip HEEd (1 Year Prog) Dip Art/MU Ed (1 Year Prog)	O : 25 Jul 2007 – 03 Aug 2007 S1: 06 Aug 2007 – 30 Nov 2007 R : 22 Sep 2007 – 30 Sep 2007 V : 01 Dec 2007 – 06 Jan 2008 S2: 07 Jan 2008 – 23 May 2008 R : 08 Mar 2008 – 16 Mar 2008	- Compulsory Enrichment Programme up to 23 May 2008	Nil 25 Feb 2008 – 09 May 2008* (10 weeks of Teaching Practice)
DISE (1-Year Prog)	O : 25 Jul 2007 – 03 Aug 2007 S1: 06 Aug 2007 – 30 Nov 2007 R : 22 Sep 2007 – 30 Sep 2007 V : 01 Dec 2007 – 06 Jan 2008 S2: 07 Jan 2008 – 09 May 2008 R : 08 Mar 2008 – 16 Mar 2008	- -	Nil 25 Feb 2008 – 09 May 2008* (10 weeks of Teaching Practice)

* 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

APPLICATIONS

Applications by GCE 'A' Level holders and Polytechnic Diploma holders for admission to the Diploma programmes may be made online through the Ministry of Education website at <http://www.moe.edu.sg/teach>. All these programmes commence in August each year. Although applications are accepted throughout the year, it is advisable to submit applications by March of the year of the intake.

For GCE 'O' Level holders seeking admission to the Diploma in Education programme, applications must be made on prescribed application forms obtainable from the Ministry of Education. Applications for these programmes are normally invited in February and the intake is in July of the same year.

(I) DIPLOMA IN EDUCATION PROGRAMME

Entry Requirements into the Dip Ed Programme for GCE 'A' Level Holders

- (a) To be considered for admission, applicants for the **Dip Ed** programmes must possess:
 - (i) a Singapore-Cambridge GCE Advanced Level Examination Certificate or its equivalent with at least two advanced level passes and two ordinary level passes including a pass in General Paper (English) obtained in one or two sittings of the examination; and
 - (ii) passes in at least five subjects including English as a First Language obtained at the Singapore-Cambridge GCE Ordinary Level Examination.

- (b) **In addition** to the requirements stipulated at (a), the following requirements must also be met for the specialisations indicated:

For ***specialisation in teaching at primary school level***, applicants must also possess a pass in Mathematics at least at the GCE Ordinary Level Examination.

For ***specialisation in teaching Chinese/Malay/Tamil***, applicants must satisfy the requirements at (a) (i) above except that the pass in General Paper (English) is waived. In addition, applicants must possess:

- (i) a pass at least at Grade B3 in Higher Chinese/Higher Malay/Higher Tamil at the GCE Ordinary Level Examination;

or

- (ii) a pass in Higher Chinese/Higher Malay/Higher Tamil **or** Chinese/Malay/Tamil at advanced level **or** a pass at least at Grade A2 in Chinese/Malay/Tamil at 'AO' Level at the GCE Advanced Level Examination.

For ***specialisation in teaching Music***, applicants must also possess ABRSM Grade 7 for Practical. Applicants who are shortlisted for this specialisation will be required to give a five-minute audition prior to the interview. The audition will include at least one of the following, viz perform prepared pieces on first and/or second instruments; sight read on first instrument; sight sing; harmonise simple melody on piano; or improvise a simple piece.

For ***specialisation in teaching Art***, applicants must also possess a pass at least at Grade C in Art at the GCE Advanced Level Examination or Grade A2 in Art at the GCE Ordinary Level Examination. Applicants who are

shortlisted for this specialisation will be required to attend an art-focused interview.

- (c) Applicants may be required to sit for the Entrance Proficiency Test and other tests.

Entry Requirements into Dip Ed (Chinese/Malay/Tamil Language at Primary Level) Programme for GCE 'O' Level Holders

To be considered for admission, applicants must meet the following requirements:

- (a) 5 GCE 'O' Level passes which must include:
- At least a C6 grade in English as a First Language and
 - At least a B3 grade in Higher Mother Tongue or an A2 grade in Mother Tongue;
- (b) not more than 20 points in total aggregate score for English as a First Language and best four subjects in the GCE 'O' Levels;
- (c) not exceeding 30 years of age as on 1 January of the year of intake; and
- (d) successful completion of the two-year preparatory programme.

(II) DIPLOMA IN PHYSICAL EDUCATION PROGRAMME

Entry Requirements into the Dip PE Programme for GCE 'A' Level Holders

- (a) To be considered for admission, applicants for the **Dip PE**

programme must possess:

- (i) a Singapore-Cambridge GCE Advanced Level Examination Certificate or its equivalent with at least two advanced level passes and two ordinary level passes including a pass in General Paper (English) obtained in one or two sittings of the examination;
 - (ii) passes in at least five subjects including English as a First Language obtained at the Singapore-Cambridge GCE Ordinary Level Examination; and
 - (iii) a pass in Mathematics at least at the GCE Ordinary Level Examination.
- (b) Applicants will need to demonstrate an interest and ability in Physical Education and Sports as well as undergo a series of physical proficiency tests.
- (c) Applicants may be required to sit for the Entrance Proficiency Test and other tests.

Entry Requirements into the Dip Ed and Dip PE Programmes for Polytechnic Diploma Holders

Polytechnic Diploma holders are eligible to apply for admission to the Teaching at Primary School Level Specialisation in the Diploma in Education programme and/or Teaching Physical Education at Primary School Level Specialisation in the Diploma in Physical Education programme if they possess the following:

- (a) a Polytechnic Diploma; and
- (b) passes in at least five subjects including Mathematics and English as a First Language obtained at the Singapore-Cambridge GCE Ordinary Level Examination.

Applicants may be required to sit for an Entrance Proficiency Test and other tests. Applicants who propose to read Physical Education must have passed the Physical Proficiency Test conducted by the Physical Education and Sports Science Academic Group before admission.

(III) DIPLOMA IN ART/MUSIC EDUCATION PROGRAMME

1) Requirements for Two-Year Diploma in Art Education Programme:

- (a) a NAFA or LaSalle-SIA College Diploma in Fine Art (subject to an art-focused interview conducted by NIE);
- (b) passes in at least five subjects including English as a First Language obtained at the Singapore-Cambridge GCE Ordinary Level Examination.

2) Requirements for Two-Year Diploma in Music Education Programme:

- (a) a NAFA or LaSalle-SIA College Diploma in Music (subject to a music audition conducted by NIE); and
- (b) passes in at least five subjects including English as a First Language obtained at the Singapore-Cambridge GCE Ordinary Level Examination.

3) Requirements for One-Year Diploma in Art Education Programme for Holders of NAFA's Diploma in Art (Teaching):

- (a) successful completion of the three-year Diploma in Art (Teaching) conducted by NAFA; and

- (b) passes in at least five subjects including English as a First Language and good grades in Art obtained at the Singapore-Cambridge GCE Ordinary Level Examinations.

4) Requirements for One-Year Diploma in Music Education Programme for Holders of NAFA's Diploma in Music (Teaching):

- (a) successful completion of the three-year Diploma in Music (Teaching) conducted by NAFA;
- (b) passes in at least five subjects including English as a First Language obtained at the Singapore-Cambridge GCE Ordinary Level Examinations; and
- (c) Good grades (at least Grade 6 Practical and Grade 5 Theory) from acceptable music examination boards or a pass in Music at the GCE 'O' Level Examinations.

5) Requirements for One-Year Diploma in Home Economics Education Programme for Temasek Polytechnic Diploma Holders in Consumer Science & Technology

- (a) successful completion of the three-year Diploma in Consumer Science and Technology from Temasek Polytechnic; and
- (b) passes in at least five subjects including English as a First Language, Mathematics (Elementary or Additional), one Science subject and any two other subjects obtained at the Singapore-Cambridge GCE Ordinary Level Examination.

(IV) DIPLOMA IN SPECIAL EDUCATION PROGRAMME

1) Requirements for One-Year Diploma in Special Education Programme for Special Education Schools' Teachers

- (a) Two 'A' level and two 'AO' level subjects including General Paper (English) obtained in one or two sittings of the GCE 'A' Level Examinations, or a polytechnic diploma;
- (b) Passes in at least five subjects including Mathematics and English as a First Language obtained at the Singapore-Cambridge GCE Ordinary Level Examination; and
- (c) A minimum of one month relevant experience

2) Requirements for One-Year Diploma in Special Education Programme for Special Needs Officers

- (a) Two 'A' level and two 'AO' level subjects including General Paper (English) obtained in one or two sittings of the GCE 'A' Level Examinations, or a polytechnic diploma; and
- (b) Passes in at least five subjects including Mathematics and English as a First Language obtained at the Singapore-Cambridge GCE Ordinary Level Examination.

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.

EXAMINATIONS, ASSESSMENT OF COURSEWORK & PRACTICUM

Different modes of assessment have been built into the coursework. These include tests/practical tests, essay assignments, project work, progress ratings and examinations. Examinations will be held at the end of each semester. There will be 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. Such student teachers and those who fail an examination 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 Diploma. Student teachers are responsible for ensuring that they register for all the courses and examinations necessary to fulfil the requirements of their programme of study. Student teachers are not allowed to re-take 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 diploma classification will be based on the CGPA student teachers obtain throughout their programme of study as well as performance in Practicum. Credit earned in other approved institutions will be excluded from CGPA computation. Under normal circumstances, no candidate pursuing a two-year diploma programme will be permitted to take more than three years to complete the programme of study and pass the examination for Diploma programmes. In the case of student teachers pursuing a one-year diploma programme, no candidate will be permitted to take more than two years to complete the programme of study and pass the examination for the Diploma Programmes.

Grade Point Average (GPA) System

The Grade Point Average (GPA) system is applicable all student teachers admitted to Year 1 with effect from the academic year 2005-2006.

- 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

- The following non-letter grades and notations are also used, but will not be counted in computation of CGPA

*	-	Courses with Pass/Fail grading only
IP	-	In-Progress
ABS	-	Leave of absence granted
TC	-	Transfer Credit
DIST/CR/P/F	-	Distinction/Credit/Pass/Fail (Grading for Practicum only)

- 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 be both reflected on the transcript. Both grades will also be counted in the computation of CGPA. No AU is earned for courses with 'F' grade.
- 6 Student teachers are not allowed to repeat any courses taken except those with '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 CGPA falls below 2.00 for the 3rd 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 1st 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 CGPA for Diploma programme 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 Teaching Practice. A student teacher who fails at the first attempt for Teaching Practice but subsequently passes it is only eligible for the Pass Award for the Diploma regardless of the grade obtained for repeat Teaching Practice and the CGPA obtained.

Classification of Student Teachers

Student teachers are classified as Year 1 and Year 2 student teachers according to the number of academic units earned as shown below:

Programme	Number of Academic Units Earned	
	Year 1	Year 2
Dip Ed (General, Primary) – Option A	0-21	22 and above
Dip Ed (General, Primary) – Option B	0-21	22 and above
Dip Ed (General, Primary) – Option C	0-26	27 and above
Dip Ed (CL, Primary)	0-27	28 and above
Dip Ed (ML/TL, Primary)	0-26	27 and above
Dip Ed (Art, Secondary)	0-26	27 and above
Dip Ed (Music, Secondary)	0-23	24 and above
Dip Ed (ML/TL, Secondary)	0-26	27 and above
Dip PE (Primary)	0-28	29 and above
Dip in Art Ed (two-year)	0-23	24 and above
Dip in Music Ed (two-year)	0-21	22 and above

Group Endeavours in Service Learning

Group Endeavours in Service Learning (GESL) Project is a compulsory project that all student teachers are required to undertake. Student teachers are to collaboratively complete a project in community service within the programme of study together with other student teachers from their support and network group. Student teachers will benefit from the GESL experience in acquiring generic knowledge and skills of project management, developing effective intra- and inter-personal management skills, and understanding community needs. Groups will be required to showcase their completed projects. A record of student teachers' involvement in GESL will be issued at the end of the programme.

Talks, Seminars, Workshops and Other Activities

During the period of training, student teachers are expected to study diligently and participate actively in talks, seminars, workshops and other activities such as the National Education programme organised for them.

Plagiarism and Copyright

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 your programme of study. Student teachers should not plagiarize or pass off as one's 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 could result in disciplinary action. Cheating, plagiarism and other forms of academic dishonesty are considered serious offences for which disciplinary penalties will be imposed.

ACADEMIC STRUCTURE OF PROGRAMMES

STRUCTURE OF DIPLOMA PROGRAMMES

Core Courses and Prescribed Electives:

The programmes comprise five (six for Dip PE) main areas of study which are classified under core courses and prescribed electives:

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

Prescribed Electives: Electives that form a certain field of specialisation in a particular programme.

Each course is assigned **academic units (AUs)**. Minimum AU requirements for completing the Diploma programmes are shown in Table 1.

Table 1: A Summary of the Academic Unit Requirements for Diploma Programmes

Programme	Strand	Option	Year of Study	No. of Academic Units (AUs)	
				Core Courses, Prescribed Electives & Practicum	Total
Dip Ed	General, Primary	A	1	29	65
			2	36	
		B	1	29	63
			2	34	
		C	1	38	69
			2	31	
	Teaching of CL (Primary)	-	1	37	69
			2	32	
	Teaching of ML/TL (Primary)	-	1	35	69
			2	34	
	Teaching of ML/TL (Secondary)	-	1	35	69
			2	34	
	Teaching of Art (Secondary)	-	1	35/36 *	65/67 *
			2	30/31 *	
Teaching of Music (Secondary)	-	1	32/33 *	67/69 *	
		2	35/36 *		
Dip PE	Primary	-	1	38	73
			2	35	

Cont'd

Programme	Specialisation	Option	Year of Study	No. of Academic Units (AUs)	
				Core Courses, Prescribed Electives & Practicum	Total
Dip Art Ed	-	-	1	31	67
			2	36	
Dip Music Ed	-	-	1	29	67
			2	38	
Dip Art Ed (one-year)	-	-	1	33	33
Dip Music Ed (one-year)	-	-	1	33	33
Dip Home Economics Ed (one-year)	-	-	1	33	33
Dip in Special Education (one-year)	-	-	1	36	36

* For those offering English Language as a Curriculum Studies subject.

Contents of Programmes

The main areas of study in the Diploma programmes are:

- (a) Education Studies
- (b) Curriculum Studies
- (c) Subject Knowledge
- (d) Practicum
- (e) Language Enhancement and Academic Discourse Skills
- (f) Academic Subject (*for Dip PE only*)

Education Studies

This category of study is compulsory and should be taken by all student teachers. Student teachers will learn the key concepts and principles of education necessary for effective teaching and reflective practice in schools.

Curriculum Studies

This category is designed to give student teachers the skills to teach their subjects. They will be trained in the methods and techniques of teaching these subjects.

a) Diploma in Education Programmes

Student teachers choosing Elective Curriculum Option A will take two of the following Curriculum Studies subjects:

- The Teaching of Art
- The Teaching of English Language
- The Teaching of Mathematics
- The Teaching of Music
- The Teaching of Science
- The Teaching of Social Studies

Student teachers choosing Elective Curriculum Option B will take the following Curriculum Studies subjects:

- The Teaching of English Language
- The Teaching of Mathematics
- Lower Primary Integrated Courses

Student teachers choosing Elective Curriculum Option C will take three of the following Curriculum Studies subjects:

- The Teaching of Art
- The Teaching of English Language
- The Teaching of Mathematics
- The Teaching of Music
- The Teaching of Science
- The Teaching of Social Studies

Student teachers under the **Dip Ed (Teaching of CL/ML/TL at the Primary Level)** programme will take the following Curriculum Studies subjects:

- CS1 : The Teaching of Chinese or Malay or Tamil Language
- CS2 : The Teaching of Moral Education (Chinese or Malay or Tamil)

Student teachers under the **Dip Ed (Teaching of ML/TL at the Secondary Level)** programme will take the following Curriculum Studies subjects:

- CS1 : The Teaching of Malay or Tamil Language
- CS2 : The Teaching of Malay or Tamil Literature

Student teachers under the **Dip Ed (Teaching of Art/Music)** programme will take the following Curriculum Studies subjects:

CS1 : The Teaching of Art or Music

CS2 : The Teaching of English Language or Mathematics at Lower Secondary Level

b) Diploma in Physical Education Programme

Throughout the duration of their programme, **Dip PE** student teachers will take compulsory PE Curriculum Studies courses as their CS1. They will select **either** The Teaching of English Language **or** The Teaching of Mathematics as their CS2.

c) Diploma in Art/Music/Home Economics Education Programmes

Student teachers under the **Dip Art/Mus/HE Ed** programmes specialise in the methodology of teaching their specialist subject at the secondary school level.

d) Diploma in Special Education

Special Education School teachers (SSTs) under the **DISE** programme will take the Special Education courses as their CS. Special Needs Officers (SNOs) will specialise in **either** Autism (courses from Autism Resource Centre) **or** Dyslexia (courses from Dyslexia Association of Singapore) as their CS.

Subject Knowledge

This area of study aims to reinforce subject content for student teachers. It is aimed at making sure our student teachers will be secure in the content of the school curriculum.

The subject chosen in this area must align with the curriculum studies subject areas.

Student teachers under the one-year Dip HE Ed programme are exempted from this component.

Practicum

The Practicum courses are compulsory and are taken by all student teachers.

The Practicum is an important component in the programmes. Its principal function is to provide student teachers with the opportunity to develop teaching competencies in a variety of instructional contexts in a school setting. Student teachers will be attached to schools for the Practicum. They will practise basic teaching skills as they plan and deliver classroom lessons under the guidance and supervision of co-operating teachers and NIE supervisors.

In the Practicum, student teachers will be able to use the knowledge and skills introduced in Education Studies, Curriculum Studies and Subject Knowledge courses and attempt to integrate theory and practice.

Language Enhancement and Academic Discourse Skills (LEADS)

This component is aimed at improving the use of oral and written language in teaching.

Academic Subject (*for Dip in PE only*)

Dip PE student teachers will study one Academic Subject, which will be Physical Education.

**DIPLOMA IN EDUCATION PROGRAMME
(TEACHING GENERAL SUBJECTS AT PRIMARY LEVEL)**

CURRICULUM STRUCTURE FOR DIP ED PROGRAMME TEACHING GENERAL SUBJECTS AT PRIMARY LEVEL

The curriculum structure of the Dip Ed (General, Primary) Programme is shown in Table 2 below:

**Table 2: Curriculum Structure for Dip Ed Programme
(Teaching General Subjects at Primary Level)**

Year 1

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	DED100	Educational Psychology I: Theories and Applications for Learning and Teaching	2
	DED101	Educational Psychology II: Providing for Individual Differences in Learning and Teaching and Classroom Management	2
	DED102	ICT for Engaged Learning	2
CURRICULUM STUDIES (Select one of Options A, B and C)			
Option A (Select 2 Curriculum Studies areas)			
Art (includes Subject Knowledge)	DCA100	Artistic Processes I	3
	DCA101	The Development of Children's Art and its Implications for Teaching	3
	DCA102	Artistic Processes II	3
English Language	DCE100	Teaching Reading and Writing 1	3
Mathematics	DCM100	Teaching and Learning of Primary Mathematics I	3
Music	DCI100	Music Curriculum I	3
Science	DCS100	Curriculum and Pedagogy for Primary Science	3
Social Studies	DCL100	Teaching Social Studies in the Primary Classroom I	3
Option B			
English Language	DCE100	Teaching Reading and Writing 1	3
Mathematics	DCM100	Teaching and Learning of Primary Mathematics I	3

cont'd

Category/ Subject	Course Code	Title	No. of AUs
Option C (Select 3 Curriculum Studies areas)			
Art (includes Subject Knowledge)	DCA100	Artistic Processes I	3
	DCA101	The Development of Children's Art and its Implications for Teaching	3
	DCA102	Artistic Processes II	3
English Language	DCE100	Teaching Reading and Writing 1	3
Mathematics	DCM100	Teaching and Learning of Primary Mathematics I	3
Music	DCI100	Music Curriculum I	3
Science	DCS100	Curriculum and Pedagogy for Primary Science	3
Social Studies	DCL100	Teaching Social Studies in the Primary Classroom I	3
SUBJECT KNOWLEDGE			
Option A (Select 2 Subject Knowledge areas aligned with the Curriculum Studies subjects)			
English Language	DSE100	Grammar	3
	DSE101	Text Types	3
Mathematics	DSM100	Number Topics	3
	DSM101	Geometry Topics	3
Music	DSI100	General Musicianship I	3
	DSI101	General Musicianship II	3
Science	DSS100	Selected Topics for Primary Science Teaching (Biological Science)	3
	DSS101	Selected Topics for Primary Science Teaching (Physical Science)	3
Social Studies	DSL100	History for Social Studies	3
	DSL101	Geography for Primary Social Studies	3
Option B			
English Language	DSE100	Grammar	3
	DSE101	Text Types	3
Mathematics	DSM100	Number Topics	3
	DSM101	Geometry Topics	3
Option C (Select 3 Subject Knowledge areas aligned with the Curriculum Studies subjects)			
English Language	DSE100	Grammar	3
	DSE101	Text Types	3
Mathematics	DSM100	Number Topics	3
	DSM101	Geometry Topics	3
Music	DSI100	General Musicianship I	3
	DSI101	General Musicianship II	3

cont'd

Category/ Subject	Course Code	Title	No. of AUs
Science	DSS100	Selected Topics for Primary Science Teaching (Biological Science)	3
	DSS101	Selected Topics for Primary Science Teaching (Physical Science)	3
Social Studies	DSL100	History for Social Studies	3
	DSL101	Geography for Primary Social Studies	3
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
(For Options A, B and C)			
	DLK101	English for Academic and Professional Purposes	2
PRACTICUM			
	DPR100	Teaching Assistantship	3

Note: In addition to the core courses and the required number of prescribed electives, student teachers are required to undertake a compulsory Group Endeavours in Service Learning (GESL) project – DGS101. Description on GESL projects is available in page 19.

Year 2

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	DED200	The Social Context of Teaching and Learning	2
CURRICULUM STUDIES			
Option A (Further studies in the 2 Curriculum Studies subjects taken in Year 1)			
Art (includes Subject Knowledge)	DCA200	Concepts and Practices in Art Education	3
	DCA201	Visual Arts Education in Museums and Galleries	2
	DCA202	Visual Arts and New Media Technologies	2
	DCA203	Children's Use and Organisation of Semiotic Systems	2
English Language	DCE200	Teaching Reading and Writing 2	3
	DCE201	Teaching Oral Communication	2
	DCE202	Teaching the Language Skills in the Upper Primary	2
Mathematics	DCM200	Teaching and Learning of Primary Mathematics II	3
	DCM201	Teaching and Learning of Primary Mathematics III	2
	DCM202	Teaching and Learning of Primary Mathematics IV	2
Music	DCI200	Music Curriculum II	3
	DCI201	Music Curriculum III	2
	DCI202	Music Curriculum IV	2
Science	DCS200	Assessment Modes and Resource Management in Primary Science	3
	DCS201	Innovations in Design and Practices for Primary Science	2
	DCS202	Current Trends, Issues and Challenges in Primary Science	2
Social Studies	DCL200	Teaching Social Studies in the Primary Classroom II	3
	DCL201	Managing Diversity in the Social Studies Classroom	2
	DCL202	Teaching Social Studies to Upper Primary Level School Children	2
Option B			
English Language	DCE200	Teaching Reading and Writing 2	3
	DCE201	Teaching Oral Communication	2
Mathematics	DCM200	Teaching and Learning of Primary Mathematics II	3
	DCM201	Teaching and Learning of Primary Mathematics III	2

Cont'd

Category/ Subject	Course Code	Title	No. of AUs
Option C (Further studies in the 3 Curriculum Studies subjects taken in Year 1)			
Art (includes Subject Knowledge)	DCA200	Concepts and Practices in Art Education	3
	DCA201	Visual Arts Education in Museums and Galleries	2
English Language	DCE200	Teaching Reading and Writing 2	3
	DCE201	Teaching Oral Communication	2
Mathematics	DCM200	Teaching and Learning of Primary Mathematics II	3
	DCM201	Teaching and Learning of Primary Mathematics III	2
Music	DCI200	Music Curriculum II	3
	DCI201	Music Curriculum III	2
Science	DCS200	Assessment Modes and Resource Management in Primary Science	3
	DCS201	Innovations in Design and Practices for Primary Science	2
Social Studies	DCL200	Teaching Social Studies in the Primary Classroom II	3
	DCL201	Managing Diversity in the Social Studies Classroom	2
SUBJECT KNOWLEDGE (for Option A only)			
(Further studies of the 2 Subject Knowledge areas taken in Year 1)			
English Language	DSE200	Current Trends in Language Education in the Upper Primary School	3
Mathematics	DSM200	Further Mathematics Topics	3
Music	DSI200	General Musicianship III	3
Science	DSS200	Further Topics for Primary Science Teaching	3
Social Studies	DSL200	Issues and Themes in Upper Primary Social Studies	3
LOWER PRIMARY INTEGRATED COURSES (for Option B only)			
Lower Primary Courses	DCW200	Teaching Lower Primary 1	4
	DCW201	Teaching Lower Primary 2	4
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
(For Options A, B and C)			
	DLK201	Communication Skills for teachers	2
PRACTICUM			
	DPR200	Teaching Practice	12

CONTENTS OF CORE COURSES AND PRESCRIBED ELECTIVES

Education Studies

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DED100	Educational Psychology I: Theories and Applications for Learning and Teaching	Core	2	-
	DED101	Educational Psychology II: Providing for Individual Differences in Learning and Teaching and Classroom Management	Core	2	-
	DED102	ICT for Engaged Learning	Core	2	-
2	DED200	The Social Context of Teaching and Learning	Core	2	-

DED100 Educational Psychology I: Theories and Applications for Learning and Teaching

This course provides the foundation for understanding the learner, their development and the psychology of learning. Student teachers need to understand the different aspects of pupil development and how these influence the teaching and learning processes. The development of the pupils' psychosocial, intellectual, moral and self-concept will be addressed through the relevant theories of intellectual development. Application of psychological principles and learning theories to classroom learning; understanding how pupils learn and how some pupils fail to learn; proactive approaches to motivate and enhance learning, develop creative and critical thinking and problem-solving skills will be addressed.

DED101 Educational Psychology II: Providing for Individual Differences in Learning and Teaching and Classroom Management

Pupils with diverse abilities and needs are increasingly found in mainstream schools in Singapore. Greater diversity among pupils requires pedagogical approaches that are inclusive of the learning needs of all and yet responsive to individual abilities. This course seeks to help student teachers to understand the characteristics and needs of diverse learners and how to provide optimal learning for all students. This course also seeks to help student teachers acquire and apply basic knowledge and skills in relation to creating conducive learning environment, managing and facilitating teaching and learning activities, and school/classroom discipline. The importance of the practice of proactive classroom management and positive teacher-student relationship will also be emphasized.

DED102 ICT for Engaged Learning

Information and Communications Technologies (ICT) are an important part of classroom environments in Singapore today. In line with MOE's *Second Masterplan for IT in Education*, this course adopts four major thrusts:

- a) working in teams to modify or create authentic interactive ICT-based learning resources for engaging learners
- b) creating and facilitating online collaborative learning environments
- c) managing ICT learning environments
- d) professional development by independent self-learning of innovative technologies

DED200 The Social Context of Teaching and Learning

This course provides beginning teachers with an introduction to the Singapore education system that they will be working in. They will need to know the functions of the school 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.

CURRICULUM STUDIES

The Teaching of Art

Year	Course Code	Title	Course Category	No of AUs	Pre-requisite
1	DCA100	Artistic Processes I	Core	3	-
	DCA101	The Development of Children's Art and its Implications for Teaching	Core	3	-
	DCA102	Artistic Processes II	Core	3	-
2	DCA200	Concepts and Practices in Art Education	Core	3	-
	DCA201	Visual Arts Education in Museums and Galleries	Core	2	-
	DCA202	Visual Arts and New Media Technologies	Core	2	-
	DCA203	Children's Use and Organisation of Semiotic Systems	Core	2	-

Note: Student teachers for Dip Ed (General, Primary) – Option A will offer DCA100-DCA102 & DCA200-DCA203.

Student teachers for Dip Ed (General, Primary) – Option C will offer DCA100-DCA102 and DCA200-DCA201.

DCA100 Artistic Processes I

This course introduces student teachers to the practices of art appreciation through critical studies as well as two-dimensional art activities that will increase their own understanding of the practical processes appropriate to primary art teaching. The course will also show the role that art processes play during childhood in fostering and encouraging thinking skills and creativity.

DCA101 The Development of Children's Art and its Implications for Teaching

This course will consist of introductions to classical and contemporary theories of children's development in the visual arts. It will help student teachers understand the various theoretical frameworks and how these underpin particular approaches to pedagogy and classroom practice. Student teachers will be aware of the values and philosophies that underpin the art curriculum in primary school. Student teachers will also learn how to design art experiences for young children which will promote and encourage intellectual and emotional development.

DCA102 Artistic Processes II

This course introduces student teachers to the practices of art appreciation through critical studies as well as three-dimensional art activities that will increase their own understanding of the practical processes appropriate to primary art teaching. The course will also show the role that art processes play during childhood in fostering and encouraging thinking skills and creativity.

DCA200 Concepts and Practices in Art Education

The course will look into how the teaching of art has evolved over history. Issues that arise from the various education philosophies and theories and their curriculum implications in art education will be discussed. It will also examine how government policies and initiatives in the arts influence the teaching of art in local schools.

DCA201 Visual Arts Education in Museums and Galleries

This course will explore the educational role of museums and galleries and its relationship to art education. The primary aim is to help student-teachers conceptualise and develop innovative gallery-based resources for different levels of schooling. Fieldtrips will be conducted to the various local museums and galleries.

DCA202 Visual Arts and New Media Technologies

This course shows the role of art processes in new media applications. This course describes recent contemporary art approaches as well as practical and pedagogical projects that serve as a method for introducing student teachers to Art and New Media.

DCA203 Children's Use and Organisation of Semiotic Systems

This course will introduce student teachers to children's use and organisation of semiotic systems. Student teachers will learn how, in the child's earliest encounters with representational and expressive media, she realises the key principle of representation. This principle has been termed the 'dual nature' of symbols and signs and derives from the work of Vygotsky.

Student teachers will learn that this dual function shows up especially clearly for children when they engage in art practices. Thus, children learn the foundations of representational and symbolic thought particularly well in art education.

Student teachers will learn how, as the child moves from lower to upper primary school, so she make her entry into the more formal semiotic systems of societies and cultures, including those used in her own society and culture. Pedagogical implications will be considered.

The Teaching of English Language

Year	Course Code	Title	Course Category	No of AUs	Pre-requisite
1	DCE100	Teaching Reading and Writing 1	Core	3	-
2	DCE200	Teaching Reading and Writing 2	Core	3	-
	DCE201	Teaching Oral Communication	Core	2	-
	DCE202	Teaching the Language Skills in the Upper Primary	Core	2	-

Note: Student teachers for Dip Ed (General, Primary) – Option A will offer DCE100 and DCE200- DCE202.

Student teachers for Dip Ed (General, Primary) – Options B & C will offer DCE100 and DCE200-DCE201.

DCE100 Teaching Reading and Writing 1

This course will equip student teachers with the knowledge of processes and strategies to teach reading and writing at the lower primary level. Student teachers will learn how language is learnt at home and in school so that they will be able to select teaching strategies that are appropriate for multilingual classrooms. They will become familiar with the learning outcomes of the Primary English Language syllabus, and methods of monitoring and assessing pupils' reading and writing. Student teachers will also learn how to use children's texts and text books as resources for teaching reading and writing.

DCE200 Teaching Reading and Writing 2

This course will focus on the strategies for teaching developing readers and writers at the upper primary level. Student teachers will learn strategies for teaching the reading and writing of fiction, non-fiction and multimodal texts, and learn how to integrate grammar teaching within these approaches. They will become familiar with the learning outcomes for the

upper primary specified in the English Language syllabus. They will also learn methods of monitoring and assessing the reading and writing of upper primary pupils.

DCE201 Teaching Oral Communication

This course will focus on the teaching and assessment of children's oral communication skills. Student teachers will learn how to teach children to express themselves in individual presentations as well as to participate as members of a group. Student teachers will become familiar with the learning outcomes for oral communication specified in the English Language Syllabus and learn how to plan lessons using a range of resources to teach speaking, listening and viewing.

DCE202 Teaching the Language Skills in the Upper Primary

This course is for student teachers who wish to specialise in teaching English in the upper primary. They will learn how to teach language across the curriculum through strategies to teach reading, writing and oral skills for inquiry and research. Student teachers will also learn how to teach language for literary response and expression in order to encourage children's critical and creative thinking. In addition, student teachers will learn appropriate and alternative methods of assessment. Throughout the course, student teachers will be shown how to evaluate and select texts out of the complete range of genres and modes created for children, for use in the upper primary multicultural classroom.

The Teaching of Mathematics

Year	Course Code	Title	Course Category	No of AUs	Pre-requisite
1	DCM100	Teaching and Learning of Primary Mathematics I	Core	3	-
2	DCM200	Teaching and Learning of Primary Mathematics II	Core	3	-
	DCM201	Teaching and Learning of Primary Mathematics III	Core	2	-
	DCM202	Teaching and Learning of Primary Mathematics IV	Core	2	-

Note: Student teachers for Dip Ed (General, Primary) – Option A will offer DCM100 and DCM200-DCM202.
Student teachers for Dip Ed (General, Primary) – Options B & C will offer DCM100 and DCM 200-DCM201.

DCM100 Teaching and Learning of Primary Mathematics I

Overview of the Singapore Primary Mathematics Curriculum; NE infusion; Preparation of Scheme of Work and Lesson Plans; Pedagogical Strategies and Psychological Theories; Teaching of Whole Numbers, Fractions, Decimals, Percentage, Ratio and Direct Proportion, Rate and Speed. [ICT and common pupils' errors will be dealt with in the teaching of various topics.]

DCM200 Teaching and Learning of Primary Mathematics II

Teaching Problem Solving and Investigations; Mathematical Communication; Teaching of Geometry, Money and Measures, Mensuration, Graphical Representation and Statistics, Algebra. [ICT and common pupils' errors will be dealt with in the teaching of various topics.]

DCM201 Teaching and Learning of Primary Mathematics III

This course covers two broad areas: (a) Various traditional assessment modes in Mathematics and the use of these modes in schools to assess pupil performance, in particular, the planning and construction of test items and (b) Practice of teaching skills, including catering for pupils of mixed abilities.

DCM202 Teaching and Learning of Primary Mathematics IV

This course provides further pedagogical skills for those who will go deeper into teaching mathematics, especially at upper primary levels. Topics include: Games in Mathematics; Advanced use of ICT in mathematics teaching; Challenging Problems in Upper Primary Mathematics. Student teachers will also undertake Independent Study Topics which will enhance their teaching repertoire.

The Teaching of Music

Year	Course Code	Title	Course Category	No of AUs	Pre-requisite
1	DCI100	Music Curriculum I	Core	3	-
2	DCI200	Music Curriculum II	Core	3	-
	DCI201	Music Curriculum III	Core	2	-
	DCI202	Music Curriculum IV	Core	2	-

Note: Student teachers for Dip Ed (General, Primary) – Option A will offer DCI100 and DCI200-DCI202.
Student teachers for Dip Ed (General, Primary) – Option C will offer DCI100 and DCI200-DCI201.

DCI100 Music Curriculum I

The application of musicianship skills towards analysing and diagnosing appropriate instructional goals, objectives, music teaching strategies and teaching materials for the primary school in Singapore. Foundational musicianship such as music and movement, elementary conducting and rehearsal techniques, improvisation/composition and voice studies is developed and explored in broader segments.

DCI200 Music Curriculum II

The course examines the music syllabus currently taught in Singapore lower primary schools, focusing on the rationale, background and philosophy of the syllabus together with practical experience of the musical material used towards managing and developing a general music programme. Pedagogies and practices that are suitable for primary 1, 2 and 3 levels will be explored to help student teachers plan and teach a holistic and integrated music curriculum.

DCI201 Music Curriculum III

Further examines and evaluates relevant teaching materials, methods and practices available for the teaching of upper primary music curriculum. Continues to explore different aspects of music teaching and learning processes to develop an understanding of the music of local and global cultures, creativity and critical thinking skills, current policies and initiatives by the Ministry and their impact on music syllabuses.

DCI202 Music Curriculum IV

The course focuses on curriculum planning as well as the management of musical co-curricular activities. It examines the rationale, philosophy, objectives, long- and mid-term goals of both classroom and non classroom music.

The Teaching of Science

Year	Course Code	Title	Course Category	No of AUs	Pre-requisite
1	DCS100	Curriculum and Pedagogy for Primary Science	Core	3	-
2	DCS200	Assessment Modes and Resource Management in Primary Science	Core	3	-
	DCS201	Innovations in Design and Practices for Primary Science	Core	2	-
	DCS202	Current Trends, Issues and Challenges in Primary Science	Core	2	-

Note: Student teachers for Dip Ed (General, Primary) – Option A will offer DCS100 and DCS200-DCS202.
Student teachers for Dip Ed (General, Primary) – Option C will offer DCS100 and DCS200-DCS201.

DCS100 Curriculum and Pedagogy for Primary Science

The nature of science, science inquiry and scientific inquiry. An overview of the goals and objectives of the primary science curriculum. An analysis of the syllabus, textbooks and other curricular materials with respect to the means of communication, infusion of thinking, ICT, National Education and Innovation and Enterprise. Implications of psychological theories in teaching and learning primary science. Various principles, methods and strategies of teaching and learning primary science. Various life and physical science investigative problem-solving activities for experiential learning.

DCS200 Assessment Modes and Resource Management in Primary Science

Underlying concepts and principles in assessment. Formal and non-formal methods of assessment of pupil learning. Types and uses of tests. Test

construction and analysis. Management and use of ICT, learning aids and resources for primary science teaching and learning. Management and use of non-formal resources for science teaching and learning.

DCS201 Innovations in Design and Practices for Primary Science

Critical review and reflection on student teachers' teaching experiences with respect to curriculum planning, instruction and assessment. In particular, the course will introduce student teachers to children's science ideas and strategies for conceptual development and change, investigative problem-solving designs and projects, critical thinking, innovation and creativity, multiple intelligences, alternative modes of assessment, remedial and enrichment programmes and the integration of ICT and thinking.

DCS202 Current Trends, Issues and Challenges in Primary Science

This course will focus in greater depth on current trends, issues and challenges in Primary Science. An attempt will be made to balance both international and local trends, issues and challenges. The emphasis in this course will be on the roles of a teacher as an action researcher and as a life-long learner. Discussion will focus on trends, issues and challenges involving innovations in practices on curriculum, instruction and assessment.

The Teaching of Social Studies

Year	Course Code	Title	Course Category	No of AUs	Pre-requisite
1	DCL100	Teaching Social Studies in the Primary Classroom I	Core	3	-
2	DCL200	Teaching Social Studies in the Primary Classroom II	Core	3	-
	DCL201	Managing Diversity in the Social Studies Classroom	Core	2	-
	DCL202	Teaching Social Studies to Upper Primary Level School Children	Core	2	-

Note: Student teachers for Dip Ed (General, Primary) – Option A will offer DCL100 and DCL200-DCL202.

Student teachers for Dip Ed (General, Primary) – Option C will offer DCL100 and DCL200-DCL201.

DCL100 Teaching Social Studies in the Primary Classroom I

This course aims to develop within student teachers an understanding of the nature, scope and goals of Social Studies in the context of the Singapore primary curriculum. It seeks to equip them with a variety of teaching strategies that are relevant to the Singapore Primary Social Studies syllabus. Concepts and skills related to Geography, History, Economics and Sociology, which are covered in the syllabus, will be examined. Effective teaching strategies and relevant resources for Social Studies will be explored.

DCL200 Teaching Social Studies in the Primary Classroom II

This course aims to provide student teachers with further strategies for teaching the Singapore Primary Social Studies syllabus. There will be reinforcement of understandings and skills in planning effective units of instruction incorporating the use of inquiry and other

pupil-centred strategies, explorations of the use of effective co-operative groupwork and the use of IT in enhancing learning in the classroom. The principles and practice of organizing and conducting fieldwork will also be covered.

DCL201 Managing Diversity in the Social Studies Classroom

This course aims to provide student teachers with the knowledge and skills to use an inter-disciplinary approach to teaching Social Studies. The course will also provide them with the knowledge and skills to cater to diversity in the classroom.

DCL202 Teaching Social Studies to Upper Primary Level School Children

This course will equip student teachers with more advanced strategies to teach Social Studies at the upper primary levels. More opportunities are given to explore in greater depth, complex task design, advanced co-operative learning strategies and the use and development of inquiry and IT-related research skills.

SUBJECT KNOWLEDGE

Art

For Art, Subject Knowledge is integrated with Curriculum Studies.

English Language

Year	Course Code	Title	Course Category	No of AUs	Pre-requisite
1	DSE100	Grammar	Core	3	-
	DSE101	Text Types	Core	3	-
2	DSE200	Current Trends in Language Education in the Upper Primary School	Core	3	-

Note: Student teachers for Dip Ed (General, Primary) – Option A will offer DSE100-DSE101 and DSE200.
Student teachers for Dip Ed (General, Primary) – Options B & C will offer DSE100-DSE101.

DSE100 Grammar

This course introduces student teachers to the grammatical structures of the English Language, enabling them to understand the language requirements of the English Language Syllabus 2001. Through examining the grammatical systems of English in selected text types, the course explores ways of explaining grammar in use.

DSE101 Text Types

In this course, student teachers will understand how language is used in different text types to achieve different purposes. They will study both fiction and non fiction texts written for children, and will learn how to analyse these text types in terms of context, purpose and audience to identify organisational structure, as well as key language features. Through tutorial activities, student teachers will see how all these features of texts work together and are used by readers and writers to communicate and construct meaning.

DSE200 Current Trends in Language Education in the Upper Primary School

This course is for student teachers who wish to specialise in teaching English in the upper primary. In the course, student teachers will learn about current Ministry of Education initiatives and how they are being implemented in schools at the upper primary level. The course will consider current moves in language education towards curriculum integration and multiliteracies and multimodalities. The principles presented will be referred to in the course 'Teaching the Language Skills in the Upper Primary (CSP/CS Upper Primary).'

Mathematics

Year	Course Code	Title	Course Category	No of AUs	Pre-requisite
1	DSM100	Number Topics	Core	3	-
	DSM101	Geometry Topics	Core	3	-
2	DSM200	Further Mathematics Topics	Core	3	-

Note: Student teachers for Dip Ed (General, Primary) – Option A will offer DSM100-DSM101 and DSM200.

Student teachers for Dip Ed (General, Primary) – Options B & C will offer DSM100 - DSM101.

DSM100 Number Topics

This course provides the foundational understanding of arithmetic topics which form a major portion of the primary mathematics curriculum. Problem solving processes will be introduced and re-visited in the different topics. Course topics are: Problem solving; Foundations of the Hindu-Arabic System; Algorithms on number operations in a place value system; Classification of number systems; Divisibility; Ratio, proportion and rates.

DSM101 Geometry Topics

This course aims to equip the primary mathematics teacher with a deeper understanding of geometry and measurement topics in the primary mathematics curriculum. Processes such as mathematical deduction and induction will be emphasized. Topics are: Mathematical deduction and induction; Basic elements of geometry as study of space in 2 and 3 dimensions; Properties associated with parallel lines; Properties of geometrical figures; Similarity and Congruency; Measurement; Constructions and proofs; Motion Geometry and tessellations.

DSM200 Further Mathematics Topics

This course provides the mathematics teacher with deeper understanding and appreciation of the topics in the upper primary mathematics curriculum. Topics are:

Mathematical thinking; Use of dynamic geometry software and other software for mathematical investigations; Geometrical figures in 3-dimensions; Algebra; Statistical investigations: Stages, Representations of Data; Measures of central tendency and spread; misuse of Statistics.

Music

Year	Course Code	Title	Course Category	No of AUs	Pre-requisite
1	DSI100	General Musicianship I	Core	3	-
	DSI101	General Musicianship II	Core	3	-
2	DSI200	General Musicianship III	Core	3	-

Note: Student teachers for Dip Ed (General, Primary) – Option A will offer DSI100–DSI101 and DSI200.

Student teachers for Dip Ed (General, Primary) – Option C will offer DSI100-DSI101.

DSI100 General Musicianship I

This course seeks to establish a foundation in musicianship skills (aural-training, sight-singing, keyboard skills, functional music theory and analysis) for the music classroom via the activities of creating, performing and responding.

DSI101 General Musicianship II

This course builds on foundational musicianship skills and seeks to intensify these skills while introducing concepts and principles of applying such skills to music teaching and learning for the classroom.

DSI200 General Musicianship III

This course provides advanced level musicianship training to prepare student teachers as a music specialist. It seeks to further reinforce and sharpen their aural perception, sight singing and keyboard skills and analytical understanding to fulfil the task of a music specialist in teaching and learning for both classroom and co-curricular music settings.

Science

Year	Course Code	Title	Course Category	No of AUs	Pre-requisite
1	DSS100	Selected Topics for Primary Science Teaching (Biological Science)	Core	3	-
	DSS101	Selected Topics for Primary Science Teaching (Physical Science)	Core	3	-
2	DSS200	Further Topics for Primary Science Teaching	Core	3	-

Note: Student teachers for Dip Ed (General, Primary) – Option A will offer DSS100-DSS101 and DSS200.

Student teachers for Dip Ed (General, Primary) – Option C will offer DSS100-DSS101.

DSS100 Selected Topics for Primary Science Teaching (Biological Science)

This course deals with the theoretical and practical aspects of topics in Biological Science from the new Primary Science Curriculum. The topics to be discussed include basic biology, classification and diversity of organisms (reproduction and life cycles), structure and function of plant systems, structure and function of animal systems, ecology and environmental issues.

DSS101 Selected Topics for Primary Science Teaching (Physical Science)

This course deals with the theoretical and practical aspects of Physical Science topics selected from the new Primary Science Curriculum. The topics include matter and materials, forms of energy and conversions, heat, light and the solar system, magnetism and electricity, forces and simple machines.

DSS200 Further Topics for Primary Science Teaching

This course is a continuation of the SK Science Courses 1 and 2 and further elaborates on topics in biology and physics for teaching the primary science syllabus. Topics in biology include cells, DNA, mechanisms of plant and animal functions, and conservation. Topics in physical science include: electricity and magnetism, forces and motion, forms of energy, and contemporary physics concepts.

Social Studies

Year	Course Code	Title	Course Category	No of AUs	Pre-requisite
1	DSL100	History for Social Studies	Core	3	-
	DSL101	Geography for Primary Social Studies	Core	3	-
2	DSL200	Issues and Themes in Upper Primary Social Studies	Core	3	-

Note: Student teachers for Dip Ed (General, Primary) – Option A will offer DSL100-DSL101 and DSL200.

Student teachers for Dip Ed (General, Primary) – Option C will offer DSL100-DSL101.

DSL100 History for Social Studies

This course aims to equip student teachers with an in-depth knowledge of the history of Singapore. The emphasis is on independent learning and critical thinking. Relevant historical skills, such as handling sources, perspectives and oral history, will be covered.

DSL101 Geography for Primary Social Studies

An in-depth account of certain topics from the primary Social Studies curriculum, such as the physical environment, weather and natural vegetation of Singapore. Issues on constraints of a small island state, social, economic and political developments, conservation and preservation of natural and cultural heritage, human-nature interactions, Singapore in the context of ASEAN and the world community, and the dependence and interdependence of nations and regions are also examined. Some relevant geographical skills such as map reading and photo interpretation will also be taught.

DSL200 Issues and Themes in Upper Primary Social Studies

This course offers an integrated approach to Social Studies content by drawing on multidisciplinary perspectives. Student teachers will be encouraged to examine themes and delve in greater depth into issues mainly through problem based learning and a series of seminars.

LOWER PRIMARY INTEGRATED COURSES

Course Code	Title	Course Category	No of AUs	Pre-requisite
DCW200	Teaching Lower Primary 1	Core	4	See *
DCW201	Teaching Lower Primary 2	Core	4	See *

- * Must have taken first course before second course.
Must have taken CS: English Language and CS: Mathematics.

DCW200 Teaching Lower Primary 1

The first course in the Lower Primary Specialization track seeks to prepare pre-service student teachers to use a more holistic and interactive approach towards teaching and learning. It will equip student teachers with the knowledge and skills to teach a developmentally appropriate integrated curriculum for children at the lower primary level and to use appropriate formal and informal assessment techniques to assess the development of young children, with particular focus on alternative forms of assessment. Student teachers will also learn how to create learning environments that are both nurturing and stimulating for young children. A spiral and experiential approach will be taken in the delivery of the courses in this Specialization. Field experiences will be arranged, where appropriate, to link theory with practice.

DCW201 Teaching Lower Primary 2

This second course in the Lower Primary Specialization Programme will build on the pedagogies and principles taught in the first course. Using the experiential approach again, student teachers will re-visit pedagogical principles and practices in planning and implementing a developmentally appropriate integrated curriculum for lower primary children, with an emphasis on how to cater to learner diversity within the integrated classroom. Student teachers will learn how to identify pupils with learning and behavioural needs, differentiate curriculum and instruction and create supportive learning environments to meet their needs. Student teachers will also look at how to collaborate with parents and the community to support children's learning and well-being.

Practicum

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DPR100	Teaching Assistantship (TA)	Core	3	-
2	DPR200	Teaching Practice (TP)	Core	12	TA

The Practicum is a very important component of the diploma programme. Its principal function is to provide student teachers with the opportunity to develop teaching competencies in a variety of instructional contexts and at different levels, under the guidance and supervision of cooperating teachers and university lecturers. They will learn from experienced cooperating teachers about the schooling process and prepare themselves for their roles and responsibilities in teaching.

During the Practicum, student teachers will be able to use the knowledge and skills acquired in the subjects they read at the university, and have opportunities to integrate theory and practice in schools.

The Practicum is spread throughout the entire programme of study and is developmental in nature. It comprises two school attachment periods, i.e., Teaching Assistantship (TA), Teaching Practice (TP).

DPR100 Teaching Assistantship

At the end of the first year, the student teachers will undergo a 5-week TA. Its purpose is to provide student teachers opportunities to observe their Cooperating Teachers (CTs) teach and to reflect on the roles and responsibilities of a teacher. They will also be given the practical experience of helping their CTs plan lessons, prepare resources, manage pupils and to do some guided teaching.

DPR200 Teaching Practice

TP is the last component of the Practicum. It is 10 weeks long – this duration will provide time for student teachers to have a more holistic school attachment experience which would include exploring other aspects of a teacher's life besides classroom teaching, for example, observing how CCAs are managed.

LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DLK101	English for Academic and Professional Purposes	Core	2	-
2	DLK201	Communication Skills for Teachers	Core	2	-

DLK101 English for Academic and Professional Purposes

English for Academic and Professional Purposes is designed to develop student teacher language and communicative competence towards two desired outcomes. The first is to equip student teacher with the thinking and language skills needed to produce acceptable texts in course-related writing tasks during training. The second is to guide them towards audience-aware and culture-sensitive strategies of communication with colleagues, parents, and other persons that teachers interact with in the course of their work. The course materials targeting these two outcomes will include a grammar component to enable student teacher to appreciate the relation between grammar form and message communicated.

DLK201 Communication Skills for Teachers

This is a practical course designed to provide the student with 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. It includes practice tasks to improve speaking skills as well as exercises and group work practice in thinking processes and communication strategies in the context of text types. Student will be given practical instruction on vocal health care and vocal quality. The practice of good voice production will be embedded in the activities of every session.

**DIPLOMA IN EDUCATION PROGRAMME
(TEACHING OF CL/ML/TL AT PRIMARY LEVEL)**

CURRICULUM STRUCTURE FOR DIP ED PROGRAMME TEACHING OF CL/ML/TL AT PRIMARY LEVEL

The curriculum structure for the Dip Ed (CL/ML/TL, Primary) Programme is shown in Table 3 below:

**Table 3: Curriculum Structure for Dip Ed Programme
(Teaching of CL/ML/TL at Primary Level)**

Year 1

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	DED100	Educational Psychology I: Theories and Applications for Learning and Teaching	2
	DED101	Educational Psychology II: Providing for Individual Differences in Learning and Teaching and Classroom Management	2
	DED102	ICT for Engaged Learning	2
CURRICULUM STUDIES (Select either Chinese, Malay or Tamil)			
Chinese			
Chinese Language	DCC100	Teaching of Chinese Language 1	3
	DCC101	Teaching of Chinese Language 2	3
Moral Education (Chinese)	DCZ100	Teaching of Civics and Moral Education (Chinese)	4
Malay			
Malay Language	DCD100	Teaching of Malay Language 1	4
	DCD101	Teaching of Malay Language 2	4
Moral Education (Malay)	DCZ101	Teaching of Moral Education (Malay) 1	2
Tamil			
Tamil Language	DCT100	Teaching of Tamil Language I	4
	DCT101	Teaching of Tamil Language II	4

cont'd

Category/ Subject	Course Code	Title	No. of AUs
Moral Education (Tamil)	DCZ102	Teaching of Civics & Moral Education (Tamil) I	1
	DCZ103	The Importance of Teaching Civics and Moral Education in Mother Tongue	1
SUBJECT KNOWLEDGE			
Chinese Language and Literature	DSC100	Modern Chinese Grammar	3
	DSC101	Modern Chinese Lexicology and Rhetoric	3
	DSC102	Textual Analysis and Writing Practices	3
	DSJ100	Survey of Modern Chinese Literature	3
Malay Language and Literature	DSD100	Malay Language and Grammar I	3
	DSD101	Malay Language and Grammar II	3
	DSF100	Classical Malay Literature	3
	DSF101	Modern Malay / Indonesian Literature	3
Tamil Language and Literature	DST100	Tamil Language I	3
	DST101	Tamil Language II	3
	DSK100	Tamil Literature I	3
	DSK101	Tamil Literature II	3
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
	DLK101	English for Academic and Professional Purposes	2
Use of Chinese in Teaching	DLC100	Use of Chinese in Teaching	4
Use of Malay in Teaching	DLM100	Use of Malay in Teaching I	2
Use of Tamil in Teaching	DLT100	Use of Tamil in Teaching I	2
PRACTICUM			
	DPR100	Teaching Assistantship	3

Note: In addition to the core courses and the required number of prescribed electives, student teachers are required to undertake a compulsory Group Endeavours in Service Learning (GESL) project – DGS101. Description on GESL projects is available in page 19.

Year 2

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	DED200	The Social Context of Teaching and Learning	2
CURRICULUM STUDIES (Select either Chinese, Malay or Tamil)			
Chinese			
Chinese Language	DCC200	Teaching of Chinese Language 3	1
	DCC201	Teaching of Chinese Language 4	4
	DCC202	Teaching of Chinese Language 5	3
	DCC203	Teaching of Chinese Language 6	2
Malay			
Malay Language	DCD200	Teaching of Malay Language 3	5
	DCD201	Teaching of Malay Language 4	3
Moral Education (Malay)	DCZ200	Teaching of Moral Education (Malay) 2	2
Tamil			
Tamil Language	DCT200	Teaching of Tamil Language III	4
	DCT201	Teaching of Tamil Language IV	4
Moral Education (Tamil)	DCZ201	Teaching of Civics and Moral Education (Tamil) II	2
SUBJECT KNOWLEDGE			
Chinese Language and Literature	DSC200	Chinese Etymology and Modern Chinese Script	3
	DSJ200	Selected Readings in Classical Chinese Literature	3
Malay Language and Literature	DSD200	Malay Language and Grammar III	3
	DSF200	Selected Readings in Malay Literature	3
Tamil Language and Literature	DST200	Tamil Language III	3
	DSK200	Tamil Literature III	3
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
	DLK201	Communication Skills for Teachers	2
Use of Malay in Teaching	DLM200	Use of Malay in Teaching II	2
Use of Tamil in Teaching	DLT200	Use of Tamil in Teaching II	2
PRACTICUM			
	DPR200	Teaching Practice	12

CONTENTS OF CORE COURSES AND PRESCRIBED ELECTIVES

EDUCATION STUDIES

The courses for DED100-102 and DED200 are described in Education Studies Section under Dip Ed Programme (Teaching General Subjects at Primary Level).

CURRICULUM STUDIES

The Teaching of Chinese Language (Primary)

Year	Course Code	Title	Course Category	No of AUs	Pre-requisite
1	DCC100	Teaching of Chinese Language 1	Core	3	-
	DCC101	Teaching of Chinese Language 2	Core	3	-
2	DCC200	Teaching of Chinese Language 3	Core	1	-
	DCC201	Teaching of Chinese Language 4	Core	4	-
	DCC202	Teaching of Chinese Language 5	Core	3	-
	DCC203	Teaching of Chinese Language 6	Core	2	-

DCC100 Teaching of Chinese Language 1

This course aims to provide student teachers with the basic theories and concepts related to language and language teaching at primary level, with special reference to Chinese. Its objective is to enable student teachers to design their own lesson plans with confidence, embolden by sound theoretic knowledge.

DCC101 Teaching of Chinese Language 2

This course discusses the aims, objectives and contents of existing Chinese Language curriculum. It also provides a systematic, practical, comprehensive overview of the different phases and activities involved in developing, managing, and evaluating a sound, rational, and effective Chinese language programme. Key stages in the curriculum and material development process are examined.

DCC200 Teaching of Chinese Language 3

This course focuses on the teaching of the written forms of words (*ci*), including the Chinese character (*zi*) and *hanyu pinyin*.

DCC201 Teaching of Chinese Language 4

This course aims to equip student teachers with techniques in the teaching of different language skills. Student teachers will acquire a comprehensive understanding of the various teaching methods and various practical techniques.

DCC202 Teaching of Chinese Language 5

This course deals with IT resources and children's literature as well as their use in the teaching of Chinese language, in arousing pupils' interest and stimulating thinking.

DCC203 Teaching of Chinese Language 6

Student teachers will be introduced to basic concepts of Chinese language testing, the procedures of language testing, the effective ways of setting various types of questions and the cognitive levels involved.

The Teaching of Civics and Moral Education (Chinese)

Year	Course Code	Course Title	Course Category	No of AUs	Pre-requisite
1	DCZ100	Teaching of Civics and Moral Education (Chinese)	Core	4	-

DCZ100 Teaching of Civics and Moral Education (Chinese)

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

The Teaching of Malay Language (Primary)

Year	Course Code	Course Title	Course Category	No of AUs	Pre-requisite
1	DCD100	Teaching of Malay Language 1	Core	4	-
	DCD101	Teaching of Malay Language 2	Core	4	-
2	DCD200	Teaching of Malay Language 3	Core	5	-
	DCD201	Teaching of Malay Language 4	Core	3	-

DCD100 Teaching of Malay Language 1

This course aims to provide student teachers with a sound understanding of the objectives and content of the ML curriculum, as well as the current issues, trends and initiatives in the teaching of Malay in primary school. Student teachers will learn how to plan a Malay language lesson, integrate the various language skills and teaching strategies as well as taking note of the learning differences among learners. Student teachers will be equipped with the knowledge on how to plan, teach and evaluate listening and speaking skills using a range of resources and strategies at both the lower and upper primary levels.

DCD101 Teaching of Malay Language 2

This course focuses on the objectives and content of reading and writing in the Malay language curriculum, the reading and writing processes, as well as the theoretical models and approaches to reading and writing instruction for lower and upper primary. Student teachers will learn how to use various text types, including multimodal texts, in teaching reading and writing. Methods of assessing reading will be included. They will also learn the use of multiliteracies in teaching reading and writing. Field experiences will

be arranged, where appropriate, to link theory with practice.

DCD200 Teaching of Malay Language 3

Student teachers will learn more about process writing as well as monitoring and evaluating writing skills. An extensive discussion on the basic concepts in testing, the concept of validity and reliability, the construction and administration of test items, item analysis, developing language test and materials is included. They will also be introduced to authentic and alternative assessments, rubric designs and its application in classroom settings with students of differing learning styles and academic abilities.

DCD201 Teaching of Malay Language 4

This course will equip student teachers with knowledge of the different methods of teaching grammar, as well as highlight the common linguistic problems faced by learners of Malay at the lower and upper primary school levels. A discussion on the use of Interactive Digital Media in teaching grammar will be included.

The Teaching of Moral Education (Malay)

Year	Course Code	Title	Course Category	No of AUs	Pre-requisite
1	DCZ101	Teaching of Moral Education (Malay) 1	Core	2	-
2	DCZ200	Teaching of Moral Education (Malay) 2	Core	2	-

DCZ101 Teaching of Moral Education (Malay) 1

This course is an introduction to the study of moral education. The aims of moral education and the presentation of the various approaches in the teaching of CME, including the CME syllabus framework and the six core values will be discussed. Student teachers will also be informed of issues related to Social and Emotional Learning competencies.

DCZ200 Teaching of Moral Education (Malay) 2

Student teachers will be exposed to the variety of programmes and activities that contribute to the whole-school approach in values education. Understanding objectives of current initiatives like service learning and CIP, and its effective implementation in schools will be another major component of this course. Student teachers will also learn how to plan formative and summative assessments for CME. Field experiences will be arranged, where appropriate, to link theory with practice.

The Teaching of Tamil Language (Primary)

Year	Course Code	Title	Course Category	No of AUs	Pre-requisite
1	DCT100	Teaching of Tamil Language I	Core	4	-
	DCT101	Teaching of Tamil Language II	Core	4	-
2	DCT200	Teaching of Tamil Language III	Core	4	-
	DCT201	Teaching of Tamil Language IV	Core	4	-

DCT100 Teaching of Tamil Language I

The curriculum and methodology for teaching Tamil language. The four language skills, the importance of those skills. Various theoretical approaches to language acquisition and learning. The teaching of reading and writing for the lower primary level, using different approaches and integrating the four language skills. The role of micro teaching and its part in the teaching and learning of Tamil Language. Tamil word processing.

DCT101 Teaching of Tamil Language II

The teaching of silent and loud reading at the primary level. The psycholinguistic model of the reading process and skills involved in reading. How to teach comprehension, spelling, dictation, close passage. Tamil poetry and proverbs at the primary level. Emphasis on teaching poetry and proverbs through anecdotes and stories.

DCT200 Teaching of Tamil Language III

The teaching of Writing, Listening and Speaking will be taught in this course. In writing, the emphasis will be given to how to teach, structured, (restricted, guided) and natural process of writing. Process writing, using MSWord to teach Process writing, Modified process writing, draw and write, using web quest and special days to write composition at the primary level will be taught. Using innovative ways to teach speaking and listening for primary students will be given dual emphasis. Tamil computer-based learning packages (student teachers will be taught to create their own Tamil computer-based packages).

DCT201 Teaching of Tamil Language IV

The principles of testing, with emphasis on the construction of the various test items. The enrichment of the Tamil language programmes in primary schools. The teaching of grammar with the emphasis of functional grammar. The evaluation methods including rubric based for IPW.

The Teaching of Civics and Moral Education (Tamil)

Year	Course Code	Title	Course Category	No of AUs	Pre-requisite
1	DCZ102	Teaching of Civics & Moral Education (Tamil) I	Core	1	-
	DCZ103	The Importance of Teaching Civics and Moral Education in Mother Tongue	Core	1	-
2	DCZ201	Teaching of Civics and Moral Education (Tamil) II	Core	2	-

DCZ102 Teaching of Civics & Moral Education (Tamil) I

The historical background to Moral Education in Singapore Schools, the aims of Moral Education and the aims of Civics and Moral Education and the policy of the Ministry of Education on moral education. The various approaches to the teaching of moral education, viz cultural transmission, cognitive development, consideration and values clarification approaches. Practical classroom skills to conduct moral education lessons effectively through the use of the expository, tutorial and inquiry methods. Special use of role play, puppets and field trips and using electronic media such as IT and video. Classroom management, lesson preparation and grouping pupils for monitoring progress. Familiarisation of student teachers with the CME curriculum to prepare them to teach moral education at the primary level through different approaches.

DCZ103 The Importance of Teaching of Civics & Moral Education in Mother Tongue

The teachings and poems of the great Tamil poets Thiruvalluvar, Bharathiyar, Ramalinga Swamikal will be taught to the student teachers to help them understand the importance of moral values. The teaching of the values followed by the Tamil community traditionally. The skills of moral reasoning and creative thinking in making decisions and handling moral dilemmas will be strongly emphasized.

DCZ201 Teaching of Civics and Moral Education (Tamil) II

Classroom management and strategies in the teaching of moral education. The text books used and the core values such as Love and Humility, Filial Piety, Harmonious Family, Courtesy, Responsibility, Compassion and Loyalty and 28 moral values. Hands-on experience and presentation of specific lessons to enable student teachers to teach the programme effectively. Understanding of cultural practices as important festivals and their values, places of worship and customs and traditions of different people in Singapore. Questions about the meaning of NE messages, understanding and acceptance among different races in Singapore. The Singapore heritage, the constitution and cultural patterns, insight and understanding of the different races, cultures and religions.

SUBJECT KNOWLEDGE

Chinese Language and Literature

Year	Course Code	Title	Course Category	No of AUs	Pre-requisite
1	DSC100	Modern Chinese Grammar	Core	3	-
	DSC101	Modern Chinese Lexicology and Rhetoric	Core	3	-
	DSC102	Textual Analysis and Writing Practices	Core	3	-
	DSJ100	Survey of Modern Chinese Literature	Core	3	-
2	DSC200	Chinese Etymology and Modern Chinese Script	Core	3	-
	DSJ200	Selected Readings in Classical Chinese Literature	Core	3	-

DSC100 Modern Chinese Grammar

This course aims to provide student teachers with a basic knowledge of modern Chinese grammar. It will equip them with the concepts and skills to analyze the various parts of speech and sentence structures of various kinds of modern Chinese writings in daily and academic life as well as in school settings.

DSC101 Modern Chinese Lexicology and Rhetoric

The course comprises two components: namely, lexicology and rhetoric. The first component aims to provide student teachers with an understanding of the nature and classification of the Chinese lexicon. The second component deals with the functions of rhetoric in literature and everyday life. It aims to enable student teachers to determine the linguistic structure of an expression and relate it to its meaning and rhetorical effects.

DSC102 Textual Analysis and Writing Practices

This course aims to acquaint student teachers with good Chinese writing through close textual analysis of literary works and commentaries of different kinds of writing. It also aims to enhance student teachers' reading ability and sharpen their writing skills.

DSJ100 Survey of Modern Chinese Literature

The course aims to provide student teachers with a basic knowledge of modern Chinese Literature and enhance their understanding of modern Chinese society and the Chinese people in modern times.

DSC200 Chinese Etymology and Modern Chinese Script

This course aims to equip student teachers with basic knowledge in Chinese etymology and the modern Chinese script. Such knowledge will enhance their ability as a Chinese language teacher, especially when it comes to the teaching of recognition of Chinese characters.

DSJ200 Selected Readings in Classical Chinese Literature

This course aims at laying basic foundation in classical Chinese literature so as to enhance student teachers' language competency and understanding of Chinese culture and literature.

Malay Language and Literature

Year	Course Code	Title	Course Category	No of AUs	Pre-requisite
1	DSD100	Malay Language and Grammar I	Core	3	-
	DSD101	Malay Language and Grammar II	Core	3	-
	DSF100	Classical Malay Literature	Core	3	-
	DSF101	Modern Malay / Indonesian Literature	Core	3	-
2	DSD200	Malay Language and Grammar III	Core	3	-
	DSF200	Selected Readings in Malay Literature	Core	3	-

DSD100 Malay Language and Grammar I

This introductory course will give student teachers an overview of the study of language, its scope and objectives, its methods and scientific procedures, and its principal subdivisions. There will also be a discussion on the development of Malay language. Student teachers will be introduced to the issues on the Malay sound system.

DSD101 Malay Language and Grammar II

This course will cover basic concepts in word formation in Malay: morpheme and affixes, morphological processes and word class. Student teachers will also be introduced to the study of meaning in Malay, meanings of linguistic expressions and meanings in context.

DSF100 Classical Malay Literature

This introductory course attempts to highlight the varieties and uniqueness of Malay literary traditions that is often generically termed as classical or traditional literature. Before the emergence of a written literary culture, the oral tradition predominate the scene with animal fables, legends and myths, and traditional sayings signified the cultural ethos of the people. Identifying the various blends of civilizational influences in Malay literary traditions, be it indigenous, Indic and especially Islamic will be the focus of the course where creative synthesis and adaptation will be examined. Various characteristics of literary genres and concepts will be delineated, alongside a critical assessment on the extent in which the worldview of the Malays and their belief system was reflected in the literary traditions.

DSF101 Modern Malay / Indonesian Literature

This course highlights the historical development of modern Malay-Indonesian literature, giving emphasis on the various literary genres that have been developed and experimented including those themes that predominate in Malay-Indonesian literary works. Factors for the emergence of modern Malay-Indonesian literature will be discussed, highlighting the various literary movements and orientations, literary personalities and their major works, including the various polemics amongst Malay-Indonesian literary circles. Aspects of cultural literacy through literature will be analysed. The significance of Balai

Pustaka, Pujangga Baru, Angkatan 45', Asas 50', including the post-independent Singapore Malay literature will be discussed, specifically on its literary orientations and styles.

DSD200 Malay Language and Grammar III

The focus of this course is on Malay sentence structures. Student teachers will be taught grammatical concepts like phrases, clauses, types of sentences and the structure of basic and transformed Malay sentences. Analysis of Malay grammar, applying knowledge of the systems of the language.

DSF200 Selected Readings in Malay Literature

This course emphasizes a critical analysis of major Malay literary texts while comprehending the contexts in which the texts emerged and debated. As no literary culture exists in vacuum, the socio-historical background, including ideational conflict will be highlighted so as to show the significance in which a literary text emerged and promoted and/or denounced and marginalized. Texts such as the rhymed poems of Hamzah Fansuri, Hikayat Raja Pasai, Taj Us Salatin, Sejarah Melayu, Hikayat Hang Tuah, and the works of Munshi Abdullah, Raja Ali Haji and Syed Sheikh Al-Hadi will be analyzed vis a vis the context in which it emerged. The significance of these texts as aesthetics, ethical and intellectual expressions of the socio-political and cultural transformation in Malay-Indonesian society will be examined.

Tamil Language and Literature

Year	Course Code	Title	Course Category	No of AUs	Pre-requisite
1	DST100	Tamil Language I	Core	3	-
	DST101	Tamil Language II	Core	3	-
	DSK100	Tamil Literature I	Core	3	-
	DSK101	Tamil Literature II	Core	3	-
2	DST200	Tamil Language III	Core	3	-
	DSK200	Tamil Literature III	Core	3	-

DST100 Tamil Language I

Introduction to linguistics and richness of Tamil Language, and the syntax of Tamil language. Linguistics and its importance in Tamil language teaching. The syntactical structure of Tamil. The definition of linguistics, its principal sub-divisions and its contribution to better overall Tamil language teaching. The position of Tamil among the languages of the Dravidian family. The structure, syntax and transformation of Tamil sentences. The phonological structure of Tamil. The vowel and consonant phonemes of Tamil, allophones, articulatory features and distribution in the initial, medial and final positions of words.

DST101 Tamil Language II

The semantics and the morphology of Tamil language. The systematic relation of grammatical structures to meanings, uses and situations. Synonymy, antonymy, homonymy and polysemy. The morphological structure of the Tamil language. The concept of Col(word) and its classification. The various parts of speech in Tamil, namely noun, verb, adjective, adverb and particles.

DSK100 Tamil Literature I

An overview of the growth and development of Tamil literature from the ancient to the modern period. The Sangam period, ethical works and their literary merits, twin epics, devotional literature, the contributions of Jains and Buddhists, epics such as Kambaramayanam and Periyapuram. Contributions made by Western scholars. A brief history of children's literature and its various forms in India and Singapore. Contributions made by great writers such as A Valliappa, N Pazhanivelu, Ilamaaran, Kuzha Kadhiresan, Poovannan. Contributions of selected storybooks, nursery rhymes, songs and magazines.

DSK101 Tamil Literature II

Modern Tamil Poetry. And Literary Criticism. A brief history of modern poetry and its various forms. The study of selected poems from the works of great poets such as Bharathiyar, Bharadhithasan, Kavimani, Vaanithasan, Kannathasan, and Vairamuthu, Metha. The importance and the role of Literary criticism and various kinds of literary criticism in Tamil. Critical analysis of literary forms.

DST200 Tamil Language III

The various types of morphophonemics (Sandhi) and their rules, and the situations where students are likely to make mistakes often. A definition of Sandhi process in Sandhi and various aspects of Sandhi. Various rules of Sandhi to be explained with appropriate examples and exercises through various activities.

DSK200 Tamil Literature III

An overview of the growth and development of Tamil literature in Singapore. The various genres such as poetry, novel, short-story, drama and translation. The study of selected Singapore Poetry, novels, and short stories.

Practicum

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DPR100	Teaching Assistantship (TA)	Core	3	-
2	DPR200	Teaching Practice (TP)	Core	12	TA

The Practicum is a very important component of the diploma programme. Its principal function is to provide student teachers with the opportunity to develop teaching competencies in a variety of instructional contexts and at different levels, under the guidance and supervision of cooperating teachers and university lecturers. They will learn from experienced cooperating teachers about the schooling process and prepare themselves for their roles and responsibilities in teaching.

During the Practicum, student teachers will be able to use the knowledge and skills acquired in the subjects they read at the university, and have opportunities to integrate theory and practice in schools.

The Practicum is spread throughout the entire programme of study and is developmental in nature. It comprises two school attachment periods, i.e., Teaching Assistantship (TA), Teaching Practice (TP).

DPR100 Teaching Assistantship

At the end of the first year, the student teachers will undergo a 5-week TA. Its purpose is to provide student teachers opportunities to observe their Cooperating Teachers (CTs) teach and to reflect on the roles and responsibilities of a teacher. They will also be given the practical experience of helping their CTs plan lessons, prepare resources, manage pupils and to do some guided teaching.

DPR200 Teaching Practice

TP is the last component of the Practicum. It is 10 weeks long – this duration will provide time for student teachers to have a more holistic school attachment experience which would include exploring other aspects of a teacher's life besides classroom teaching, for example, observing how CCAs are managed.

LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DLK101	English for Academic and Professional Purposes	Core	2	-
	DLC100	Use of Chinese in Teaching	Core	4	-
	DLM100	Use of Malay in Teaching I	Core	2	-
	DLT100	Use of Tamil in Teaching I	Core	2	-
2	DLK201	Communication Skills for Teachers	Core	2	-
	DLM200	Use of Malay in Teaching II	Core	2	-
	DLT200	Use of Tamil in Teaching II	Core	2	-

DLK101 English for Academic and Professional Purposes

English for Academic and Professional Purposes is designed to develop student teacher language and communicative competence towards two desired outcomes. The first is to equip student teacher with the thinking and language skills needed to produce acceptable texts in course-related writing tasks during training. The second is to guide them towards audience-aware and culture-sensitive strategies of communication with colleagues, parents, and other persons that teachers interact with in the course of their work. The course materials targeting these two outcomes will include a grammar component to enable student teacher to appreciate the relation between grammar form and message communicated.

DLC100 Use of Chinese in Teaching

This course provides the fundamental principles and knowledge on the use of Chinese in teaching. It also aims to equip student teachers with essential communication skills in Mandarin and IT power tools to improve themselves in order to achieve the goals in their professional development.

DLM100 Use of Malay in Teaching I

This course will focus on the development of proficiency in using Malay in the classroom. Acquisition of oral communication skills includes the use of the standard pronunciation system (*Sebutan Baku*). Activities on reading aloud and giving instructions will be included. Student teachers will also be given some practice in higher levels of speaking skills such as debating, public speaking and formal speeches. Recitation of old and new forms of poetry is also included.

DLT100 Use of Tamil in Teaching I

Development of oral proficiency in Tamil language and use of Standard Spoken Tamil in the classroom and school environment. Phonetics to help students teachers acquire accuracy and mastery in pronunciation and other communication skills which we used inside and outside the classroom. Common errors in speaking with spoken and written Tamil and the syntactical aspects of Tamil. Potential of IT as a language teaching tool.

DLK201 Communication Skills for Teachers

This is a practical course designed to provide the student with 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. It includes practice tasks to improve speaking skills as well as exercises and group work practice in thinking processes and communication strategies in the context of text types. Student will be given practical instruction on vocal health care and vocal quality. The practice of good voice production will be embedded in the activities of every session.

DLM200 Use of Malay in Teaching II

This course focuses on developing student teachers' written communication skills through essay writing, report writing, creative writing and other forms of writing necessary for various professional roles which teachers assume in schools. They will also be introduced to the reading and writing of simple Jawi script.

DLT200 Use of Tamil in Teaching II

Written communication skills. Essay writing, report writing and creative writing and other communication skills that are necessary for various professional roles that teachers assume in primary or secondary schools. Using IT to teach written skills.

**DIPLOMA IN EDUCATION PROGRAMME
(TEACHING OF ML/TL AT SECONDARY LEVEL)**

CURRICULUM STRUCTURE FOR DIP ED PROGRAMME TEACHING OF ML/TL AT SECONDARY LEVEL

Table 4: Curriculum Structure for Dip Ed (Teaching of ML/TL at Secondary Level) Programme

Year 1

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	DED130	Educational Psychology I: Theories and Applications for Learning and Teaching	2
	DED131	Educational Psychology II: Providing for Individual Differences in Learning and Teaching and Classroom Management	2
	DED132	ICT for Engaged Learning	2
CURRICULUM STUDIES (Select either Malay or Tamil)			
Malay Language	DCD130	Teaching of Malay Language I (Secondary)	4
	DCD131	Teaching of Malay Language II (Secondary)	4
Tamil Language	DCT130	Teaching of Tamil Language I (Secondary)	4
	DCT131	Teaching of Tamil Language II (Secondary)	4
CURRICULUM STUDIES (Select either Malay or Tamil)			
Malay Literature	DCF130	Teaching of Malay Literature I	2
Tamil Literature	DCK130	Teaching of Modern Literature I	1
	DCK131	Teaching of Tamil Literature I	1
SUBJECT KNOWLEDGE			
Malay Language	DSD130	Malay Language and Grammar I	3
	DSD131	Malay Language and Grammar II	3
Tamil Language	DST130	Tamil Language I	3
	DST131	Tamil Language II	3
SUBJECT KNOWLEDGE			
Malay Literature	DSF130	Classical Malay Literature	3
	DSF131	Modern Malay/Indonesian Literature	3
Tamil Literature	DSK130	Tamil Literature I	3
	DSK131	Tamil Literature II	3
PRACTICUM			
	DPR130	Teaching Assistantship	3
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
	DLK131	English for Academic and Professional Purposes	2
Use of Malay in Teaching	DLM130	Use of Malay in Teaching I	2
Use of Tamil in Teaching	DLT130	Use of Tamil in Teaching I	2

Note: In addition to the core courses and the required number of prescribed electives, student teachers are required to undertake a compulsory Group Endeavours in Service Learning (GESL) project – DGS101. Description on GESL projects is available in page 19.

Year 2

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	DED230	The Social Context of Teaching and Learning	2
CURRICULUM STUDIES (Further studies in language taken in Year 1)			
Malay Language	DCD230	Teaching of Malay Language III (Secondary)	5
	DCD231	Teaching of Malay Language IV (Secondary)	3
Tamil Language	DCT230	Teaching of Tamil Language III (Secondary)	4
	DCT231	Teaching of Tamil Language IV (Secondary)	4
CURRICULUM STUDIES (Further studies in subject taken in Year 1)			
Malay Literature	DCF230	Teaching of Malay Literature II	2
Tamil Literature	DCK230	Teaching of Tamil Literature II	2
SUBJECT KNOWLEDGE (Further studies in language taken in Year 1)			
Malay Language	DSD230	Malay Language and Grammar III	3
Tamil Language	DST230	Tamil Language III	3
SUBJECT KNOWLEDGE (Further studies in subject taken in Year 1)			
Malay Literature	DSF230	Selected Readings in Malay Literature	3
Tamil Literature	DSK230	Tamil Literature III	3
PRACTICUM			
	DPR230	Teaching Practice	12
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
	DLK231	Communication Skills for teachers	2
Use of Malay in Teaching	DLM230	Use of Malay in Teaching II	2
Use of Tamil in Teaching	DLT230	Use of Tamil in Teaching II	2

CONTENTS OF CORE COURSES AND PRESCRIBED ELECTIVES

Education Studies

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DED130	Educational Psychology I: Theories and Applications for Learning and Teaching	Core	2	-
	DED131	Educational Psychology II: Providing for Individual Differences in Learning and Teaching and Classroom Management	Core	2	-
	DED132	ICT for Engaged Learning	Core	2	-
2	DED230	The Social Context of Teaching and Learning	Core	2	-

DED130 Educational Psychology I: Theories and Applications for Learning and Teaching

This course provides the foundation for understanding the learner, their development and the psychology of learning. Student teachers need to understand the different aspects of pupil development and how these influence the teaching and learning processes. The development of the pupils' psychosocial, intellectual, moral and self-concept will be addressed through the relevant theories of intellectual development. Application of psychological principles and learning theories to classroom learning; understanding how pupils learn and how some pupils fail to learn; proactive approaches to motivate and enhance learning, develop creative and critical thinking and problem-solving skills will be addressed.

DED131 Educational Psychology II: Providing for Individual Differences in Learning and Teaching and Classroom Management

Pupils with diverse abilities and needs are increasingly found in mainstream schools in Singapore. Greater diversity among pupils requires pedagogical approaches that are inclusive of the learning needs of all and yet responsive to individual abilities. This course seeks to help student teachers to understand the characteristics and needs of diverse learners and how to provide optimal learning for all students. This course also seeks to help student teachers acquire and apply basic knowledge and skills in relation to creating conducive learning environment, managing and facilitating teaching and learning activities, and school/classroom discipline. The importance of the practice of proactive classroom management and positive teacher-student relationship will also be emphasized.

DED132 ICT for Engaged Learning

Information and Communications Technologies (ICT) are an important part of classroom environments in Singapore today. In line with MOE's *Second Masterplan for IT in Education*, this course adopts four major thrusts:

- a) working in teams to modify or create authentic interactive ICT-based learning resources for engaging learners
- b) creating and facilitating online collaborative learning environments
- c) managing ICT learning environments
- d) professional development by independent self-learning of innovative technologies

DED230 The Social Context of Teaching and Learning

This course provides beginning teachers with an introduction to the Singapore education system that they will be working in. They will need to know the functions of the school 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.

CURRICULUM STUDIES

The Teaching of Malay Language (Secondary)

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCD130	Teaching of Malay Language I (Secondary)	Core	4	-
	DCD131	Teaching of Malay Language II (Secondary)	Core	4	-
2	DCD230	Teaching of Malay Language III (Secondary)	Core	5	-
	DCD231	Teaching of Malay Language IV (Secondary)	Core	3	-

DCD130 Teaching of Malay Language I (Secondary)

This course aims to provide student teachers with a sound understanding of the objectives and content of the ML curriculum, as well as the current issues, trends and initiatives in the teaching of Malay in secondary school. Student teachers will learn how to plan a Malay language lesson, integrate the various language skills and teaching strategies as well as taking note of the learning differences among learners. Student teachers will be equipped with the knowledge on how to plan, teach and evaluate listening and speaking skills of secondary school students in the various academic programs using a range of resources and strategies.

DCD131 Teaching of Malay Language II (Secondary)

This course focuses on the objectives and content of reading and writing in the Malay language curriculum, the reading and writing processes, as well as the theoretical models and approaches to reading and writing instruction for the various academic programs at secondary school. Student teachers will learn how

to use various text types, including multimodal texts, in teaching reading and writing. Methods of assessing reading skills will be included. They will also learn the use of multiliteracies in teaching reading and writing. Field experiences will be arranged, where appropriate, to link theory with practice.

DCD230 Teaching of Malay Language III (Secondary)

Student teachers will learn more about process writing as well as monitoring and evaluating writing skills. An extensive discussion on the basic concepts in testing, the concept of validity and reliability, the construction and administration of test items, item analysis, developing language test and materials is included. They will also be introduced to authentic and alternative assessments, rubric designs and its application in classroom settings with students of differing learning styles and academic abilities.

DCD231 Teaching of Malay Language IV (Secondary)

This course will equip student teachers with knowledge of the different methods of teaching grammar, as well as highlight the common linguistic problems faced by learners of Malay at the secondary school levels in the various academic programs. A discussion on the use of Interactive Digital Media in teaching grammar will be included.

Teaching of Malay Literature

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCF130	Teaching of Malay Literature I	Core	2	-
2	DCF230	Teaching of Malay Literature II	Core	2	-

DCF130 Teaching of Malay Literature I

The course prepares the pre-service teachers to teach traditional Malay literature in secondary schools. It gives an overview of the main features and developments of traditional Malay literature and equips student teachers with the knowledge and skills of the teaching of traditional Malay prose and poetry. Student teachers will be taught the principles, methods and techniques of teaching of selected classical genres and texts, as well as ways of evaluating and testing traditional Malay literature.

DCF230 Teaching of Malay Literature II

The course prepares the pre-service teachers to teach modern Malay literature in secondary schools. Student teachers will be informed of the aims and objectives of teaching literature and the place of literature in curriculum, as well as the general methods and techniques of teaching literature. They will also be equipped with the knowledge and skills of teaching modern Malay and Indonesian novel, short story, poetry and drama/play at secondary schools, including ways in evaluating and testing modern literature.

The Teaching of Tamil Language (Secondary)

<i>Year</i>	Course Code	<i>Title</i>	Course Category	No. of AUs	Pre-requisites
1	DCT130	Teaching of Tamil Language I (Secondary)	Core	4	-
	DCT131	Teaching of Tamil Language II (Secondary)	Core	4	-
2	DCT230	Teaching of Tamil Language III (Secondary)	Core	4	-
	DCT231	Teaching of Tamil Language IV (Secondary)	Core	4	-

DCT130 Teaching of Tamil Language I (Secondary)

The curriculum and methodology for teaching Tamil language. The four language skills, the importance of those skills. Various theoretical approaches to language acquisition and learning. The teaching of reading and writing for the lower secondary level, using various approaches and integrating the four language skills. The role of micro teaching and its part in the teaching and learning of Tamil Language. Tamil word processing.

DCT131 Teaching of Tamil Language II (Secondary)

The teaching of silent and loud reading at the secondary level. The psycholinguistic model of the reading process and skills involved in reading. How to teach comprehension, dictation, close passage. Tamil poetry and proverbs at the secondary level. Emphasis on teaching poetry, proverbs, idioms and phrases through anecdotes and stories. Integration of thinking skills in teaching Tamil language.

DCT230 Teaching of Tamil Language III (Secondary)

The teaching of Writing, Listening and Speaking will be taught in this course. In writing, the emphasis will be given as to how to teach, structured (guided) and natural process of writing, Modified process writing, Modified process writing, draw and write, using web quest and special days to write composition at the secondary level will be taught. Using innovative ways to teach speaking and listening for secondary students will be given dual emphasis. Tamil computer-based learning packages (student teachers will be taught to create their own Tamil computer-based packages).

DCT231 Teaching of Tamil Language IV (Secondary)

The principles of testing, with emphasis on the construction of various test items and the evaluation of the test paper. The enrichment of the Tamil language programmes in secondary schools. The teaching of grammar with emphasis of functional grammar.

The Teaching of Tamil Literature

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCK130	Teaching of Modern Literature I	Core	1	-
	DCK131	Teaching of Tamil Literature I	Core	1	-
2	DCK230	Teaching of Tamil Literature II	Core	2	-

DCK130 Teaching of Modern Literature I

Great emphasis will be given to the folklore literature and its influence in our ancient and today's modern life. Lullaby, traditional festivals, culture and customs, stages of human life related songs, proverbs and sayings in folklore literature will be analysed in detail. Singapore literature.

DCK131 Teaching of Tamil Literature I

An overview of the teaching of Tamil literature. The purpose of teaching literature, the place of literature in the curriculum and general methods of teaching. The teaching of poetry, ancient, medieval and modern. Techniques of teaching poetry such as explanation and presentation of dramatic situation in poems, description of images, moods and attitudes, tone, analogical language, themes and meaning. The teaching of drama and essay. Drama and the essay as literary genres and methods of getting secondary school pupils to appreciate these forms of writing.

DCK230 Teaching of Tamil Literature II

The teaching of the short story. The short story as a literary genre, and the teaching of various kinds of short stories and their techniques. Techniques of teaching the novel. Teaching principles, characterization, various kinds of novels and the techniques used by writers.

SUBJECT KNOWLEDGE

Malay Language

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DSD130	Malay Language and Grammar I	Core	3	-
	DSD131	Malay Language and Grammar II	Core	3	-
2	DSD230	Malay Language and Grammar III	Core	3	-

DSD130 Malay Language and Grammar I

This introductory course will give student teachers an overview of the study of language, its scope and objectives, its methods and scientific procedures, and its principal subdivisions. There will also be a discussion on the development of Malay language. Student teachers will be introduced to the issues on the Malay sound system.

DSD131 Malay Language and Grammar II

This course will cover basic concepts in word formation in Malay: morpheme and affixes, morphological processes and word class. Student teachers will also be introduced to the study of meaning in Malay, meanings of linguistic expressions and meanings in context.

DSD230 Malay Language and Grammar III

The focus of this course is on Malay sentence structures. Student teachers will be taught grammatical concepts like phrases, clauses, types of sentences and the structure of basic and transformed Malay sentences. Analysis of Malay grammar, applying knowledge of the systems of the language.

Malay Literature

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DSF130	Classical Malay Literature	Core	3	-
	DSF131	Modern Malay/Indonesian Literature	Core	3	-
2	DSF230	Selected Readings in Malay Literature	Core	3	-

DSF130 Classical Malay Literature

This introductory course attempts to highlight the varieties and uniqueness of Malay literary traditions that is often generically termed as classical or traditional literature. Before the emergence of a written literary culture, the oral tradition predominate the scene with animal fables, legends and myths, and traditional sayings signified the cultural ethos of the people. Identifying the various blends of civilizational influences in Malay literary traditions, be it indigenous, Indic and especially Islamic will be the focus of the course where creative synthesis and adaptation will be examined. Various characteristics of literary genres and concepts will be delineated, alongside a critical assessment on the extent in which the worldview of the Malays and their belief system was reflected in the literary traditions.

DSF131 Modern Malay/Indonesian Literature

This course highlights the historical development of modern Malay-Indonesian literature, giving emphasis on the various literary genres that have been developed and experimented including those themes that predominate in Malay-Indonesian

literary works. Factors for the emergence of modern Malay-Indonesian literature will be discussed, highlighting the various literary movements and orientations, literary personalities and their major works, including the various polemics amongst Malay-Indonesian literary circles. Aspects of cultural literacy through literature will be analysed. The significance of Balai Pustaka, Pujangga Baru, Angkatan 45', Asas 50', including the post-independent Singapore Malay literature will be discussed, specifically on its literary orientations and styles.

DSF230 Selected Readings in Malay Literature

This course emphasizes a critical analysis of major Malay literary texts while comprehending the contexts in which the texts emerged and debated. As no literary culture exists in vacuum, the socio-historical background, including ideational conflict will be highlighted so as to show the significance in which a literary text emerged and promoted and/or denounced and marginalized. Texts such as the rhymed poems of Hamzah Fansuri, Hikayat Raja Pasai, Taj Us Salatin, Sejarah Melayu, Hikayat Hang Tuah, and the works of Munshi Abdullah, Raja Ali Haji and Syed Sheikh Al-Hadi will be analyzed vis a vis the context in which it emerged. The significance of these texts as aesthetics, ethical and intellectual expressions of the socio-political and cultural transformation in Malay-Indonesian society will be examined.

Tamil Language

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DST130	Tamil Language I	Core	3	-
	DST131	Tamil Language II	Core	3	-
2	DST230	Tamil Language III	Core	3	-

DST130 Tamil Language I

Introduction to linguistics and richness of Tamil Language, and the syntax of Tamil language. Linguistics and its importance in Tamil language teaching. The syntactical structure of Tamil. The definition of linguistics, its principal sub-divisions and its contribution to better overall Tamil language teaching. The position of Tamil among the languages of the Dravidian family. The structure, syntax and transformation of Tamil sentences. The phonological structure of Tamil. The vowel and consonant phonemes of Tamil, allophones, articulatory features and distribution in the initial, medial and final positions of words.

DST131 Tamil Language II

The semantics and the morphology of Tamil language. The systematic relation of grammatical structures to meanings, uses and situations. Synonymy, antonymy, homonymy and polysemy. The morphological structure of the Tamil language. The concept of Col (word) and its classification. The various parts of speech in Tamil, namely noun, verb, adjective, adverb and particles.

DST230 Tamil Language III

The various types of morphophonemics (Sandhi) and their rules, and the situations where students are likely to make mistakes often. A definition of Sandhi process in Sandhi and various aspects of Sandhi. Various rules of Sandhi to be explained with appropriate examples and exercises through various activities.

Tamil Literature

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DSK130	Tamil Literature I	Core	3	-
	DSK131	Tamil Literature II	Core	3	-
2	DSK230	Tamil Literature III	Core	3	-

DSK130 Tamil Literature I

An overview of the growth and development of Tamil literature from the ancient to the modern period. The Sangam period, ethical works and their literary merits, twin epics, devotional literature, the contributions of Jains and Buddhists, epics such as Kambaramayanam and Periyapuram. Contributions made by Western scholars. A brief history of children's literature and its various forms in India and Singapore. Contributions made by great writers such as A Valliappa, N Pazhanivelu, Ilamaaran, Kuzha Kadhiresan, Poovannan. Contributions of selected storybooks, nursery rhymes, songs and magazines.

DSK131 Tamil Literature II

Modern Tamil Poetry. And Literary Criticism. A brief history of modern poetry and its various forms. The study of selected poems from the works of great poets such as Bharathiyar, Bharadhithasan, Kavimani, Vaanithasan, Kannathasan, and Vairamuthu, Metha. The importance and the role of Literary criticism and various kinds of literary criticism in Tamil. Critical analysis of literary forms.

DSK230 Tamil Literature III

An overview of the growth and development of Tamil literature in Singapore. The various genres such as poetry, novel, short-story, drama and translation. The study of selected Singapore Poetry, novels, and short stories.

Practicum

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DPR130	Teaching Assistantship (TA)	Core	3	-
2	DPR230	Teaching Practice (TP)	Core	12	TA

The Practicum is a very important component of the diploma programme. Its principal function is to provide student teachers with the opportunity to develop teaching competencies in a variety of instructional contexts and at different levels, under the guidance and supervision of cooperating teachers and university lecturers. They will learn from experienced cooperating teachers about the schooling process and prepare themselves for their roles and responsibilities in teaching.

During the Practicum, student teachers will be able to use the knowledge and skills acquired in the subjects they read at the university, and have opportunities to integrate theory and practice in schools.

The Practicum is spread throughout the entire programme of study and is developmental in nature. It comprises two school attachment periods, i.e., Teaching Assistantship (TA), Teaching Practice (TP).

DPR130 Teaching Assistantship

At the end of the first year, the student teachers will undergo a 5-week TA. Its purpose is to provide student teachers opportunities to observe their Cooperating Teachers (CTs) teach and to reflect on the roles and responsibilities of a teacher. They will also be given the practical experience of helping their CTs plan lessons, prepare resources, manage pupils and to do some guided teaching.

DPR230 Teaching Practice

TP is the last component of the Practicum. It is 10 weeks long – this duration will provide time for student teachers to have a more holistic school attachment experience which would include exploring other aspects of a teacher's life besides classroom teaching, for example, observing how CCAs are managed.

LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DLK131	English for Academic and Professional Purposes	Core	2	-
	DLM130	Use of Malay in Teaching I	Core	2	-
	DLT130	Use of Tamil in Teaching I	Core	2	-
2	DLK231	Communication Skills for Teachers	Core	2	-
	DLM230	Use of Malay in Teaching II	Core	2	-
	DLT230	Use of Tamil in Teaching II	Core	2	-

DLK131 English for Academic and Professional Purposes

English for Academic and Professional Purposes is designed to develop student teacher language and communicative competence towards two desired outcomes. The first is to equip student teacher with the thinking and language skills needed to produce acceptable texts in course-related writing tasks during training. The second is to guide them towards audience-aware and culture-sensitive strategies of communication with colleagues, parents, and other persons that teachers interact with in the course of their work. The course materials targeting these two outcomes will include a grammar component to enable student teacher to appreciate the relation between grammar form and message communicated.

DLK231 Communication Skills for Teachers

This is a practical course designed to provide the student with 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. It includes practice tasks to improve speaking skills as well as exercises and group work practice in thinking processes and communication strategies in the context of text types. Student will be given practical instruction on vocal health care and vocal quality. The practice of good voice production will be embedded in the activities of every session.

DLM130 Use of Malay in Teaching I

This course will focus on the development of proficiency in using Malay in the classroom. Acquisition of oral communication skills includes the use of the standard pronunciation system (*Sebutan Baku*). Activities on reading aloud and giving instructions will be included. Student teachers will also be given some practice in higher levels of speaking skills such as debating, public speaking and formal speeches. Recitation of old and new forms of poetry is also included.

DLM230 Use of Malay in Teaching II

This course focuses on developing student teachers' written communication skills through essay writing, report writing, creative writing and other forms of writing necessary for various professional roles which teachers assume in schools. They will also be introduced to the reading and writing of simple Jawi script.

DLT130 Use of Tamil in Teaching I

Development of oral proficiency in Tamil language. Phonetics to help student teachers acquire accuracy and mastery in pronunciation and other communication skills which we used inside and outside the classroom. Common errors in speaking with spoken and written Tamil and the syntactical aspects of Tamil. Potential of IT as a language teaching tool.

DLT230 Use of Tamil in Teaching II

Written communication skills. Essay writing, report writing and creative writing and other communication skills that are necessary for various professional roles that teachers assume in primary or secondary schools. Using IT to teach written skills.

**DIPLOMA IN EDUCATION PROGRAMME
(TEACHING OF ART/MUSIC AT SECONDARY LEVEL)**

CURRICULUM STRUCTURE FOR DIP ED PROGRAMME TEACHING OF ART/MUSIC AT SECONDARY LEVEL

The curriculum structures of the Dip Ed (Art/Music, Secondary) Programmes are shown in Tables 5 & 6 below:

Table 5: Curriculum Structure for Dip Ed (Teaching of Art at Secondary Level) Programme

Year 1

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	DED130	Educational Psychology I: Theories and Applications for Learning and Teaching	2
	DED131	Educational Psychology II: Providing for Individual Differences in Learning and Teaching and Classroom Management	2
	DED132	ICT for Engaged Learning	2
CURRICULUM STUDIES			
Art	DCA130	Visual Representation and Expression I: Issues in two-dimensional praxis	3
	DCA131	Visual Representation and Expression II: Issues in three-dimensional praxis	3
	DCA133	Visual Representations and Expressions III – Issues in new media praxis	3
CURRICULUM STUDIES (Select either English Language or Mathematics)			
English Language	DCE130	English Language Teaching at Lower Secondary Level I	3
	DCE131	English Language Teaching at Lower Secondary Level II	2
Mathematics	DCM130	Teaching and Learning of Lower Secondary Mathematics I	2
	DCM131	Teaching and Learning of Lower Secondary Mathematics II	2
SUBJECT KNOWLEDGE			
Art	DSA130	Understanding Visual Literacy	3
	DSA131	Concepts and Practices in Art Education	3
	DSA132	The Development of Adolescent Art & its implications for Teaching	3

cont'd

Category/ Subject	Course Code	Title	No. of AUs
SUBJECT KNOWLEDGE(Select 1 subject corresponding to the Curriculum Studies subject)			
English Language	DSE130	Introduction to the English Language I	2
Mathematics	DSM130	Topics related to Lower Secondary Mathematics I	2
PRACTICUM			
	DPR130	Teaching Assistantship	3
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
	DLK131	English for Academic and Professional Purposes	2

Note:

In addition to the core courses and the required number of prescribed electives, student teachers are required to undertake a compulsory Group Endeavours in Service Learning (GESL) project – DGS101. Description on GESL projects is available in page 19.

Year 2

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	DED230	The Social Context of Teaching and Learning	2
CURRICULUM STUDIES			
Art	DCA233	Art Theory in Action II	2
CURRICULUM STUDIES (Further studies in subject taken in Year 1)			
English Language	DCE230	English Language Teaching at Lower Secondary Level III	3
	DCE231	English Language Teaching at Lower Secondary Level IV	2
Mathematics	DCM230	Teaching and Learning of Lower Secondary Mathematics III	2
	DCM231	Teaching and Learning of Lower Secondary Mathematics IV	2
SUBJECT KNOWLEDGE			
Art	DSA230	Visual Arts Education in Museums and Galleries	3
	DSA231	Contemporary South East Asian Art	3
SUBJECT KNOWLEDGE			
English Language	DSE230	Introduction to the English Language II	2
Mathematics	DSM230	Topics related to Lower Secondary Mathematics II	2
PRACTICUM			
	DPR230	Teaching Practice	12
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
	DLK231	Communication Skills for Teachers	2

Table 6: Curriculum Structure for Dip Ed (Teaching of Music at Secondary Level) Programme

Year 1

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	DED130	Educational Psychology I: Theories and Applications for Learning and Teaching	2
	DED131	Educational Psychology II: Providing for Individual Differences in Learning and Teaching and Classroom Management	2
	DED132	ICT for Engaged Learning	2
CURRICULUM STUDIES			
Music	DCI132	Secondary School Music	3
	DCI135	Conducting	2
	DCI136	Conducting for Choir I	2
	DCI137	Conducting for Band I	2
CURRICULUM STUDIES (Select either English Language or Mathematics)			
English Language	DCE130	English Language Teaching at Lower Secondary Level I	3
	DCE131	English Language Teaching at Lower Secondary Level II	2
Mathematics	DCM130	Teaching and Learning of Lower Secondary Mathematics I	2
	DCM131	Teaching and Learning of Lower Secondary Mathematics II	2
SUBJECT KNOWLEDGE			
Music	DSI130	World Music in Education	3
	DSI131	Composing for Classroom	3
SUBJECT KNOWLEDGE (Select 1 subject corresponding to the Curriculum Studies subject)			
English Language	DSE130	Introduction to the English Language I	2
Mathematics	DSM130	Topics related to Lower Secondary Mathematics I	2
PRACTICUM			
	DPR130	Teaching Assistantship	3
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
	DLK131	English for Academic and Professional Purposes	2

Note:

In addition to the core courses and the required number of prescribed electives, student teachers are required to undertake a compulsory Group Endeavours in Service Learning (GESL) project – DGS101. Description on GESL projects is available in page 19.

Year 2

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	DED230	The Social Context of Teaching and Learning	2
CURRICULUM STUDIES			
Music	DCI232	Educational Perspectives in Music	3
	DCI234	Conducting Choir II	2
	DCI235	Conducting for Band II	2
CURRICULUM STUDIES (Further studies in subject taken in Year 1)			
English Language	DCE230	English Language Teaching at Lower Secondary Level III	3
	DCE231	English Language Teaching at Lower Secondary Level IV	2
Mathematics	DCM230	Teaching and Learning of Lower Secondary Mathematics III	2
	DCM231	Teaching and Learning of Lower Secondary Mathematics IV	2
SUBJECT KNOWLEDGE			
Music	DSI231	Music in Media	3
	DSI232	Musics of Popular Culture in Education	3
SUBJECT KNOWLEDGE (Further studies in subject taken in Year 1)			
English Language	DSE230	Introduction to the English Language II	2
Mathematics	DSM230	Topics related to Lower Secondary Mathematics II	2
PRACTICUM			
	DPR230	Teaching Practice	12
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
	DLK231	Communication Skills for Teachers	2

CONTENTS OF CORE COURSES AND PRESCRIBED ELECTIVES

EDUCATION STUDIES

The courses for DED130-132 & DED230 are described in Education Studies section under Dip Ed Programme (Teaching of ML/TL at Secondary Level).

CURRICULUM STUDIES

The Teaching of Art (Secondary)

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCA130	Visual Representation and Expression I: Issues in two-dimensional praxis	Core	3	-
	DCA131	Visual Representation and Expression II: Issues in three-dimensional praxis	Core	3	-
	DCA133	Visual Representations and Expressions III - Issues in new media praxis	Core	3	-
2	DCA233	Art Theory in Action II	Core	2	-

DCA130 Visual Representation and Expression I: Issues in two-dimensional praxis

Introduction to the concept and practice of representation and expression. Student teachers will consider the use of two-dimensional expressive and representational media and its role in the formation of symbolic systems. Using a combination of studio-practice and theory, student teachers will develop their own competence in two-dimensional representation and expressive processes. Additionally, links will be made to the role played by representational and expressive thought in children's intellectual and emotional development. Links with classroom practice will be made. Student teachers will also explore innovative methods of documenting the range of investigative and research-oriented activities undertaken in this course.

DCA131 Visual Representation and Expression II: Issues in three-dimensional praxis

The concept and practice of representation and expression will continue to be investigated. Student teachers will consider the use of three-dimensional expressive and representational media and its role in the formation of symbolic systems. Using a combination of studio-practice and theory, student teachers will develop their own competence in three-dimensional representation and expressive processes. They will be encouraged to undertake projects in which they will develop an understanding of the relationships which link Sculpture and Ceramics. Links will be made to the role played by representational and expressive thought in children's intellectual and emotional development. Links with classroom practice will be made.

DCA133 Visual Representations and Expressions III - Issues in new media praxis

The concept and practice of representation and expression will continue to be investigated. Student teachers will consider the use of the role of digital and interactive technologies in expressive and representational media and their role in the formation of symbolic systems. Using a combination of studio-practice and theory, student teachers will use new media technologies to develop their own competence in representation and expressive processes. Links with classroom practice will be made.

DCA233 Art Theory in Action II

Student Teachers will consolidate previous knowledge of art theory and practice as they relate to their visual art teaching practices within the classroom context. Discussion will focus on teaching and learning in Singapore as they relate to approaches in art education internationally.

The Teaching of English Language at Lower Secondary Level

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCE130	English Language Teaching at Lower Secondary Level I	Core	3	-
	DCE131	English Language Teaching at Lower Secondary Level II	Core	2	-
2	DCE230	English Language Teaching at Lower Secondary Level III	Core	3	-
	DCE231	English Language Teaching at Lower Secondary Level IV	Core	2	-

DCE130 English Language Teaching at Lower Secondary Level I

Teaching of listening and speaking within integrated units at lower secondary level. Introduction to the English Language curriculum, unit and lesson planning. Selection and preparation of a variety of appropriate materials and evaluation modes.

DCE131 English Language Teaching at Lower Secondary Level II

Insights into current teaching approaches for grammar at lower secondary level. Ways of devising learning tasks and activities, and producing effective lesson plans that maximize pupils learning and participation.

DCE230 English Language Teaching at Lower Secondary Level III

Teaching reading, vocabulary and writing within integrated units at lower secondary level. Preparation of units of work and lesson plans. Selection of appropriate learning tasks, materials and evaluation approaches.

**DCE231 English Language Teaching at Lower Secondary
Level IV**

Consolidation of student teachers knowledge and skills in response to a varied pupil language learning needs and a range of classroom interaction contexts.

The Teaching of Mathematics at Lower Secondary Level

Subject requirements:

Pass in Mathematics (Syllabus C) or Further Mathematics at 'A' Level in the GCE 'A' Level Examination or its equivalent; and

Polytechnic Diploma holders who do not meet the requirements as specified above may, at the discretion of the Head of Mathematics and Mathematics Education Academic Group, be allowed to read the subject based on relevant subjects passed at the polytechnic diploma programmes.

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCM130	Teaching and Learning of Lower Secondary Mathematics I	Core	2	-
	DCM131	Teaching and Learning of Lower Secondary Mathematics II	Core	2	-
2	DCM230	Teaching and Learning of Lower Secondary Mathematics III	Core	2	-
	DCM231	Teaching and Learning of Lower Secondary Mathematics IV	Core	2	-

DCM130 Teaching and Learning of Lower Secondary Mathematics I

Overview of the aims, framework, teaching approaches of the Lower Secondary Mathematics curriculum. Learning theories in mathematics and concept formation. Preparation of scheme of work and lesson plans. Pedagogical principles of mathematics teaching using various teaching strategies. The teaching of Arithmetic.*

DCM131 Teaching and Learning of Lower Secondary Mathematics II

Nature of mathematical thinking. Polya's model and various strategies for problem solving. Hands-on experience of explaining specific Mathematics concepts and procedures. The teaching of Algebra and graphs* - link will be made to the 'model' approach used in Primary schools.

DCM230 Teaching and Learning of Lower Secondary Mathematics III

Assessment in mathematics, test construction and marking. Task analysis and error analysis. Techniques for diagnosing pupils with mathematical difficulties and remedial strategies. The teaching of mensuration and geometry.*

DCM231 Teaching and Learning of Lower Secondary Mathematics IV

Rationale and types of mathematics projects. Methods and procedures for designing and implementation of mathematics projects. Enrichment and mathematical investigation activities. The teaching of trigonometry and statistics.*

**The teaching of the various mathematics topics will include discussion of the concepts, pupil difficulties, the use of suitable approaches, strategies and media such as the use of teaching aids and information technology.*

The Teaching of Music (Secondary)

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCI132	Secondary School Music	Core	3	-
	DCI135	Conducting	Core	2	-
	DCI136	Conducting for Choir I	Core	2	-
	DCI137	Conducting for Band I	Core	2	-
2	DCI232	Educational Perspectives in Music	Core	3	-
	DCI234	Conducting Choir II	Core	2	-
	DCI235	Conducting for Band II	Core	2	-

DCI132 Secondary School Music

The teaching of music in the secondary school with particular reference to the syllabus as it is in operation in Singapore schools.

DCI135 Conducting

The fundamentals of choral and/or band conducting through classroom performance.

DCI136 Conducting for Choir I

The development of practical musical skills through participation in choral work.

DCI137 Conducting for Band I

The development of practical musical skills through participation in band.

DCI232 Educational Perspectives in Music

The fundamental issues which underpin contemporary music education and classroom practice.

DCI234 Conducting Choir II

The development of vocal skills (level 2) through participation in choral work.

DCI235 Conducting for Band II

Further development of musicianship skills through participation in band.

SUBJECT KNOWLEDGE

Art

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DSA130	Understanding Visual Literacy	Core	3	-
	DSA131	Concepts and Practices in Art Education	Core	3	-
	DSA132	The Development of Adolescent Art & its Implications for Teaching	Core	3	-
2	DSA230	Visual Arts Education in Museums and Galleries	Core	3	-
	DSA231	Contemporary South East Asian Art	Core	3	-

DSA130 Understanding Visual Literacy

Visual Literacy refers to the capacity to read and interpret visual images. In contemporary culture, the visual image is being increasingly used as a vehicle through which information is relayed. From bill-boards to DVDs, from computer games to MTV clips, from television to the internet, information is being communicated visually. It is essential that we develop the capacity to understand that visual images do more than merely decorate. Visual images need to be read with the rigor and attention that was once reserved for the printed word. This course will offer an introduction to the study and interpretation of visual culture through a range of theoretical perspectives that seek to explain how visual images generate meaning.

DSA131 Concepts and Practices in Art Education

The course will look into how the teaching of art has evolved over history. Issues that arise from the various education philosophies and theories and their curriculum implications will be discussed. The course will also examine how government policies and initiatives in the arts influence the teaching of art in

primary schools. Student teachers will

- discuss the current trends in art education
- relate concepts and theories in art education in their practice
- understand the relationship between issues in art education and the development of art curriculum

DSA132 The Development of Adolescent Art & its Implications for Teaching

Considers the development of adolescents' use of visual media. Student teachers will be helped to understand that when young children and adolescents use and organize visual media, they form important understandings about representation, symbols and signs which will prove crucial to their cognitive development. The educational implications will be considered. Student teachers will

- understand key developmental and cognitive theories that underpin artistic development in adolescents
- evaluate critically these theories and their relevance in today's art education in schools
- be informed and aware of their own beliefs when planning art instructions in classroom

DSA230 Visual Arts Education in Museums and Galleries

This course will explore the educational role of museums and galleries and its relationship to art education. The primary aim is to help student teachers conceptualise and develop innovative gallery-based resources for different levels of schooling. Fieldtrips will be conducted to the various local museums and galleries.

Topics:

- Historical background and development of the Art Museum
- Art Museum Education in Singapore
- The Art Gallery as a Site of Research
- Utilising Museum resources for developing personalized curriculum materials, for example, interdisciplinary materials.
- Educational approaches to developing gallery-based activities
- Museum-school collaboration

DSA231 Contemporary South East Asian Art

This course is the first of two courses that looks at the development of art in Singapore and in Southeast Asia. The interest here is in prospecting the contemporary in historical terms. This course focuses on ways by which the contemporary and the region are diversely seen, read, desired, claimed and discussed. The approach entails studies of art practices, productions and critical texts. The course will be conducted through lectures, tutorial discussions and assignment projects.

Specific Course Objectives:

- To formulate and develop a critical inquiry of personal interest;
- To acquire requisite methods for realizing a research project;
- To develop critical awareness of contemporary and art historical issues and their application for teaching

English Language

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DSE130	Introduction to the English Language I	Core	2	-
2	DSE230	Introduction to the English Language II	Core	2	-

DSE130 Introduction to the English Language I

Focus on understanding the language requirements of the Singapore lower secondary English language syllabus through a review of the phonological and grammatical systems of English and their realization in the main text types in English. Review of the main reference resources available to teachers.

DSE230 Introduction to the English Language II

This course builds on student teachers' knowledge of English grammar covered in DSE100. It aims to develop student teachers' skills in analyzing grammatical features in pupils' writing at the lower secondary level. This will be based on the grammatical systems of English and the genre or 'text types' framework featured in the 2001 Singapore English syllabus. Student teachers will learn to identify, classify and explain types of pupil errors, and analyse texts in relation to grammatical features based on text types.

Mathematics

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DSM130	Topics related to Lower Secondary Mathematics I	Core	2	-
2	DSM230	Topics related to Lower Secondary Mathematics II	Core	2	-

DSM130 Topics related to Lower Secondary Mathematics I

Historical numeration systems, numeration systems in different bases, number systems and operations. Basic concepts in number theory and divisibility. Proportional reasoning and algebraic concepts.

DSM230 Topics related to Lower Secondary Mathematics II

Concepts in statistics: data representation, measures of central tendency and variation. Selected topics in mensuration, geometry and trigonometry.

Music

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DSI130	World Music in Education	Core	3	-
	DSI131	Composing for Classroom	Core	3	-
2	DSI231	Music in Media	Core	3	-
	DSI232	Musics of Popular Culture in Education	Core	3	-

DSI130 World Music in Education

The study of local music in the Singaporean context with a view to developing curriculum and context for their place in the music classroom. Emphasis is placed on Chinese, Malay and Indian music (both North and South Indian music). The role that music from other parts of the world may play in developing pupils understanding of the rich diversity of world music and the central role of music in many societies. The emphasis throughout is on active participation through creating, performing and listening.

DSI131 Composing for Classroom

Student teachers are encouraged to continue the exploration and development of a personal idiom in composing, but also to understand ways in which the process of composing and improvising in the school classroom may be used as an important means of developing musical understanding, and as a way in which pupils may find a way to express themselves musically.

DSI231 Music in Media

An introduction to understanding Artistic processes and production in performances that employ multiple media; film musicals, contemporary MTV productions with implications for teaching and learning in classrooms.

DSI232 Musics of Popular Culture in Education

The study of music of popular culture, including jazz, with a view to developing curriculum and context for their place in the music classroom. Emphasis is placed on the role that music of popular culture plays in developing pupils understanding of the rich diversity as well as its central role of music in many societies. The emphasis throughout is on active participation through creating, performing and listening.

Practicum

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DPR130	Teaching Assistantship (TA)	Core	3	-
2	DPR230	Teaching Practice (TP)	Core	12	TA

The Practicum is a very important component of the diploma programme. Its principal function is to provide student teachers with the opportunity to develop teaching competencies in a variety of instructional contexts and at different levels, under the guidance and supervision of cooperating teachers and university lecturers. They will learn from experienced cooperating teachers about the schooling process and prepare themselves for their roles and responsibilities in teaching.

During the Practicum, student teachers will be able to use the knowledge and skills acquired in the subjects they read at the university, and have opportunities to integrate theory and practice in schools.

The Practicum is spread throughout the entire programme of study and is developmental in nature. It comprises two school attachment periods, i.e., Teaching Assistantship (TA), Teaching Practice (TP).

DPR130 Teaching Assistantship

At the end of the first year, the student teachers will undergo a 5-week TA. Its purpose is to provide student teachers opportunities to observe their Cooperating Teachers (CTs) teach and to reflect on the roles and responsibilities of a teacher. They will also be given the practical experience of helping their CTs plan lessons, prepare resources, manage pupils and to do some guided teaching.

DPR230 Teaching Practice

TP is the last component of the Practicum. It is 10 weeks long – this duration will provide time for student teachers to have a more holistic school attachment experience which would include exploring other aspects of a teacher's life besides classroom teaching, for example, observing how CCAs are managed.

LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DLK131	English for Academic and Professional Purposes	Core	2	-
2	DLK231	Communication Skills for Teachers	Core	2	-

DLK131 English for Academic and Professional Purposes

English for Academic and Professional Purposes is designed to develop student teacher language and communicative competence towards two desired outcomes. The first is to equip student teacher with the thinking and language skills needed to produce acceptable texts in course-related writing tasks during training. The second is to guide them towards audience-aware and culture-sensitive strategies of communication with colleagues, parents, and other persons that teachers interact with in the course of their work. The course materials targeting these two outcomes will include a grammar component to enable student teacher to appreciate the relation between grammar form and message communicated.

DLK231 Communication Skills for Teachers

This is a practical course designed to provide the student with 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. It includes practice tasks to improve speaking skills as well as exercises and group work practice in thinking processes and communication strategies in the context of text types. Student will be given practical instruction on vocal health care and vocal quality. The practice of good voice production will be embedded in the activities of every session.

DIPLOMA IN PHYSICAL EDUCATION PROGRAMME

CURRICULUM STRUCTURE FOR DIPLOMA IN PHYSICAL EDUCATION PROGRAMME

The curriculum structure for Dip PE (Primary) Programme is in Table 7 below:

Table 7: Curriculum Structure for Diploma in Physical Education (Primary) Programme

Year 1

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	DED100	Educational Psychology I: Theories and Applications for Learning and Teaching	2
	DED101	Educational Psychology II: Providing for Individual Differences in Learning and Teaching and Classroom Management	2
	DED102	ICT for Engaged Learning	2
CURRICULUM STUDIES			
Physical Education	DPC100	Principles of Games	2
	DPC101	Instructional Methods in Physical Education	2
CURRICULUM STUDIES (Select 1 from each grouping)			
Physical Education	DPC162	Basketball	2
	DPC163	Rugby	
	DPC164	Badminton	2
	DPC165	Volleyball	
	DPC166	Dance	2
	DPC167	Track and Field	
CURRICULUM STUDIES (Select one Curriculum Studies subject)			
English Language	DCE100	Teaching Reading and Writing 1	3
Mathematics	DCM100	Teaching and Learning of Primary Mathematics I	3

cont'd

Category/ Subject	Course Code	Title	No. of AUs
SUBJECT KNOWLEDGE (Select one Subject Knowledge area aligned with selected Curriculum Studies subject)			
English Language	DSE100	Grammar	3
	DSE101	Text Types	3
Mathematics	DSM100	Number Topics	3
	DSM101	Geometry Topics	3
ACADEMIC SUBJECT			
Physical Education	DPA100	Introduction to Physical Education & Sport	3
	DPA101	Growth and Motor Development	2
	DPA102	Anatomical and Biomechanical Foundations of Physical Activity	3
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
	DLK101	English for Academic and Professional Purposes	2
PRACTICUM			
	DPR100	Teaching Assistantship	3

- Note: (1) In addition to the core courses and the required number of prescribed electives, student teachers are required to undertake a compulsory Group Endeavours in Service Learning (GESL) project – DGS101. Description on GESL projects is available in page 19.
- (2) The Physical Education and Sports Science (PESS) Academic Group organizes a mandatory outdoor residential camp experience for all PESS student teachers during their respective programmes at NIE. The date and venue of the camp will be provided by PESS during the programme of study. Student teachers must satisfy requirements of attendance and participation in the camp for successful completion of the programme.

Year 2

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	DED200	The Social Context of Teaching and Learning	2
CURRICULUM STUDIES			
Physical Education	DPC200	Instructional Strategies in Teaching of Physical Education	2
	DPC201	Fitness & Conditioning	1
CURRICULUM STUDIES (Select 1 from each grouping)			
Physical Education	DPC260	Soccer	2
	DPC261	Netball	
	DPC262	Hockey	
	DPC263	Softball	2
	DPC264	Tennis	
	DPC265	Curriculum Gymnastics	
	DPC266	Swimming	
CURRICULUM STUDIES (Further studies in Curriculum Studies subject taken in Year 1)			
English Language	DCE200	Teaching Reading and Writing 2	3
	DCE201	Teaching Oral Communication	2
Mathematics	DCM200	Teaching and Learning of Primary Mathematics II	3
	DCM201	Teaching and Learning of Primary Mathematics III	2
ACADEMIC SUBJECT			
Physical Education	DPA200	Physiology of Exercise	2
	DPA201	Foundations of Psychology & Motor Learning in Physical Activity	3
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
	DLK201	Communication Skills for teachers	2
PRACTICUM			
	DPR200	Teaching Practice	12

CONTENTS OF CORE COURSES AND PRESCRIBED ELECTIVES

EDUCATION STUDIES

The courses for DED100-102 & DED200 are described in Education Studies section under Dip Ed Programme (Teaching General Subjects at Primary Level).

CURRICULUM STUDIES

The Teaching of Physical Education

Year	Course Code	Title	Course Category	No of AUs	Pre-requisite
1	DPC100	Principles of Games	Core	2	-
	DPC101	Instructional Methods in Physical Education	Core	2	-
	DPC162	Basketball	Prescribed	2	* apply
	DPC163	Rugby	Prescribed	2	* apply
	DPC164	Badminton	Prescribed	2	* apply
	DPC165	Volleyball	Prescribed	2	* apply
	DPC166	Dance	Prescribed	2	* apply
2	DPC167	Track and Field	Prescribed	2	* apply
	DPC200	Instructional Strategies in Teaching of Physical Education	Core	3	-
	DPC201	Fitness & Conditioning	Core	1	-
	DPC260	Soccer	Prescribed	2	* apply
	DPC261	Netball	Prescribed	2	* apply
	DPC262	Hockey	Prescribed	2	* apply
	DPC263	Softball	Prescribed	2	* apply
	DPC264	Tennis	Prescribed	2	* apply
	DPC265	Curriculum Gymnastics	Prescribed	2	* apply
DPC266	Swimming	Prescribed	2	* apply	

- * Student teachers are expected to have some basic skills BEFORE the start of the course. Instructors reserve the right to refuse admission to the course if the individual is deemed to be lacking in the basic skills.

DPC100 Principles of Games

This course is designed to introduce student teachers to the concepts, theories and principles underpinning games. The course will provide student teachers with a deeper understanding of the nature of games and will allow them to be more creative whilst adopting a more analytical approach to the study of specific games in the physical education programme.

DPC101 Instructional Methods in Physical Education

Foundation skills of planning, teaching and evaluating physical education for schools: content selection; organisation; instructional methods; task, time and student management systems; observation of student performance; feedback provision. Course format will include lectures, discussions, practical experiences, group work, and microteaching.

DPC162 Basketball

A variety of practical applications including: 1) individual on-ball and off-ball skill development, 2) team/game situations and 3) delivery of a basketball class using action-station and team-teaching methods are used to improve skills and knowledge in basketball. Student teachers will be able to assimilate that knowledge (apply it into the Physical Education pedagogy context) in a fun learning-oriented environment.

DPC163 Rugby

The form of Sport Education incorporating Games Concept Approach, Inquiry Based Learning, Hellison's Levels of Responsibility, Situated Learning, Problem Solving and Decision Making, Independent and Self Paced Learning will be explored. Instructional characteristics will include: Festive atmosphere, Record keeping/ accountability/ statistical analysis/match reports, Consistent team with draft, Formal scheduled competition, Sport Education Roles, Modified Games. It is intended to combine Sport Education and Games Concept Approach as

both programs provide a focus of student centeredness, and the development of games play through the early immersion of students into modified games situations. The focus is not on traditional development of sports skills rather on wider learning outcomes.

DPC164 Badminton

Badminton is a game that volleys a shuttlecock across a net with rackets. In this course, student teachers will be introduced to a variety of methods in which beginners could acquire the basic volleying skills in badminton (such as the net shots, drop shots and drives). The aim of this course is to enable student teachers to improve their volleying skills in badminton so that they are equipped with adequate badminton skills and learning strategies to enable them to teach badminton in school. The student teachers will also learn the basic rules of the game so that they will be able to umpire games in the competitions.

DPC165 Volleyball

This course is designed to equip teachers-to-be with the necessary basic skills and teaching points in order to teach volleyball in schools in Singapore. Special attention will be paid to acquiring the basic skills in volleyball i.e. forearm pass (dig), the face pass (volley), the serve (underarm and overhand), the spike and the block. Emphasis is placed on small-group activity and how to organize and conduct small-group activity in the school situation. Ample practice, reinforced with sound teaching points, is given to the use of the basic skill/skills in small-group game

situations. Information about the latest rules of the game and referee hand signals will also be incorporated into the course.

DPC166 Dance

Teaching methods and resource for the planning and instruction of folk and line dances in the primary school curriculum. Student teachers will learn dances from different cultures reflecting a variety of styles and techniques. In addition, student teachers are introduced to the methods of leading creative dance experiences for children. The teaching methods used enable the design of lessons appropriate for a wide range of ages, interests and developmental stages. It also aims to give student teachers a chance to discover the creative juice in them and draw on the elements of dance to create their own dances.

DPC167 Track and Field

This course is designed to equip student teachers with the necessary knowledge and skills to teach selected Track and Field Events.

DPC200 Instructional Strategies in Teaching of Physical Education

This course, second in a series, builds on foundation pedagogical knowledge and skills appropriate for school students. It develops competence in a variety of teaching methods including inquiry, problem solving, group work and peer-teaching. 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.

DPC201 Fitness and Conditioning

This course is designed to help student teachers understand the theoretical and practical considerations regarding physical fitness and its development.

DPC260 Soccer

This course is designed to impart basic soccer skills and knowledge to student teachers to be for the purpose of teaching children in a school setting. The emphasis of the course is on providing ample opportunities to play the game as well as to gain better knowledge on how to teach students.

DPC261 Netball

The objective of this course is to learn the game of netball from the perspective of a player, teacher and coach. The course will teach the basic skills of footwork, ball skills, goal shooting, and attacking/defending, as well as the application of these skills in game play.

DPC262 Hockey

The game of Hockey, while inherently exciting, is usually poorly taught in schools and is consequently labelled a 'dangerous' game. The course aims to provide Physical Education teachers with the necessary skills and knowledge to present the game in a safe yet enjoyable manner to their students.

DPC263 Softball

This course is designed to impart basic softball skills and knowledge to student teachers for the purpose of teaching children in a school setting. The emphasis of the course is on providing ample opportunities to play the game as well as to learn how to demonstrate basic skills.

DPC264 Tennis

This course is designed to assist student teachers develop their basic tennis skills to a level of efficiency which will enable them to introduce and teach the games to beginners in schools.

DPC265 Curriculum Gymnastics

This course will introduce the curriculum gymnastics to participants by means of thematic movement concepts based largely on floor activities and incorporating small and large apparatus. The aims of curriculum gymnastics will be espoused. The basic vocabulary of movement will be enhanced with emphasis on the cognitive and affective development through the appropriate use of pedagogical styles.

Basic floor, kipping and vaulting skills will be taught with a focus on a mechanical understanding of the techniques involved as well as developing appropriate progression and competent spotting and an understanding of the biomechanical principles involved. Advances in video and computer technology will be introduced to student teachers to enhance their ability to analyse movement qualitatively. It is hoped that participants will complete the course with a heightened level of confidence and personal conviction in teaching gymnastics in a safe and fun way.

DPC266 Swimming

This course aims to develop introductory teaching skills and stroke competencies in swimming. Student teachers will learn how to teach swimming to beginners by employing basic learn-to-swim and lead-up activities. Student teachers will be expected to practise, acquire and, finally, demonstrate correct and efficient technique in at least three out of the four swimming strokes (frontcrawl, breaststroke, backstroke and butterfly). Other related skills of swimming such as floating, diving, and water games will also be introduced. Safety in and around swimming pools (and other aquatic environments) will be emphasized in this course. This course is primarily activity-based and hence, participation is required. Student teachers will be required to be in proper swimming attire for each lesson.

CURRICULUM STUDIES

The Teaching of English Language

Year	Course Code	Title	Course Category	No of AUs	Pre-requisite
1	DCE100	Teaching Reading and Writing 1	Core	3	-
2	DCE200	Teaching Reading and Writing 2	Core	3	-
	DCE201	Teaching Oral Communication	Core	2	-

DCE100 Teaching Reading and Writing 1

This course will equip student teachers with the knowledge of processes and strategies to teach reading and writing at the lower primary level. Student teachers will learn how language is learnt at home and in school so that they will be able to select teaching strategies that are appropriate for multilingual classrooms. They will become familiar with the learning outcomes of the Primary English Language syllabus, and methods of monitoring and assessing pupils' reading and writing. Student teachers will also learn how to use children's texts and text books as resources for teaching reading and writing.

DCE200 Teaching Reading and Writing 2

This course will focus on the strategies for teaching developing readers and writers at the upper primary level. Student teachers will learn strategies for teaching the reading and writing of fiction, non-fiction and multimodal texts, and learn how to integrate grammar teaching within these approaches. They will become familiar with the learning outcomes for the upper primary specified in the English Language syllabus. They will also learn methods of monitoring and assessing the reading and writing of upper primary pupils.

DCE201 Teaching Oral Communication

This course will focus on the teaching and assessment of children's oral communication skills. Student teachers will learn how to teach children to express themselves in individual presentations as well as to participate as members of a group. Student teachers will become familiar with the learning outcomes for oral communication specified in the English Language Syllabus and learn how to plan lessons using a range of resources to teach speaking, listening and viewing.

The Teaching of Mathematics

Year	Course Code	Title	Course Category	No of AUs	Pre-requisite
1	DCM100	Teaching and Learning of Primary Mathematics I	Core	3	-
2	DCM200	Teaching and Learning of Primary Mathematics II	Core	3	-
	DCM201	Teaching and Learning of Primary Mathematics III	Core	2	-

DCM100 Teaching and Learning of Primary Mathematics I

Overview of the Singapore Primary Mathematics Curriculum; NE infusion; Preparation of Scheme of Work and Lesson Plans; Pedagogical Strategies and Psychological Theories; Teaching of Whole Numbers, Fractions, Decimals, Percentage, Ratio and Direct Proportion, Rate and Speed. [ICT and common pupils' errors will be dealt with in the teaching of various topics.]

DCM200 Teaching and Learning of Primary Mathematics II

Teaching Problem Solving and Investigations; Mathematical Communication; Teaching of Geometry, Money and Measures, Mensuration, Graphical Representation and Statistics, Algebra.[ICT and common pupils' errors will be dealt with in the teaching of various topics.]

DCM201 Teaching and Learning of Primary Mathematics III

This course covers two broad areas: (a) Various traditional assessment modes in Mathematics and the use of these modes in schools to assess pupil performance, in particular, the planning and construction of test items and (b) Practice of teaching skills, including catering for pupils of mixed abilities.

SUBJECT KNOWLEDGE

English Language

Year	Course Code	Title	Course Category	No of AUs	Pre-requisite
1	DSE100	Grammar	Core	3	-
	DSE101	Text Types	Core	3	-

DSE100 Grammar

This course introduces student teachers to the grammatical structures of the English Language, enabling them to understand the language requirements of the English Language Syllabus 2001. Through examining the grammatical systems of English in selected text types, the course explores ways of explaining grammar in use.

DSE101 Text Types

In this course, student teachers will understand how language is used in different text types to achieve different purposes. They will study both fiction and non fiction texts written for children, and will learn how to analyse these text types in terms of context, purpose and audience to identify organisational structure, as well as key language features. Through tutorial activities, student teachers will see how all these features of texts work together and are used by readers and writers to communicate and construct meaning.

Mathematics

Year	Course Code	Title	Course Category	No of AUs	Pre-requisite
1	DSM100	Number Topics	Core	3	-
	DSM101	Geometry Topics	Core	3	-

DSM100 Number Topics

This course provides the foundational understanding of arithmetic topics which form a major portion of the primary mathematics curriculum. Problem solving processes will be introduced and re-visited in the different topics. Course topics are: Problem solving; Foundations of the Hindu-Arabic System; Algorithms on number operations in a place value system; Classification of number systems; Divisibility; Ratio, proportion and rates.

DSM101 Geometry Topics

This course aims to equip the primary mathematics teacher with a deeper understanding of geometry and measurement topics in the primary mathematics curriculum. Processes such as mathematical deduction and induction will be emphasized. Topics are: Mathematical deduction and induction; Basic elements of geometry as study of space in 2 and 3 dimensions; Properties associated with parallel lines; Properties of geometrical figures; Similarity and Congruency; Measurement; Constructions and proofs; Motion Geometry and tessellations.

ACADEMIC SUBJECT

Physical Education

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DPA100	Introduction to Physical Education & Sport	Core	3	-
	DPA101	Growth and Motor Development	Core	2	-
	DPA102	Anatomical and Biomechanical Foundations of Physical Activity	Core	3	-
2	DPA200	Physiology of Exercise	Core	2	-
	DPA201	Foundations of Psychology & Motor Learning in Physical Activity	Core	3	Growth and Motor Development

DPA100 Introduction to Physical Education & Sport

This course emphasises concepts related to the broad field of physical education and sport. It provides an overview of the disciplines that study the field's philosophical, historical, cultural, and sociological foundations and their applications to professional practice. The course examines the structure of the Singapore Sports Council, National Sport Associations, Singapore Schools Sports Council and the Co-Curricular Activities Branch and their relationships in promoting participation in sports from recreational to high performance levels. The daily work in physical education and sport, looking at the traditional field of teaching and coaching, is also highlighted. Current issues and future directions in the field are also explored.

DPA101 Growth and Motor Development

This course is a study of physical growth and motor development, with particular emphasis on the growing years. Attention will be focused on factors that impact physical growth and motor development, age-related changes and individual and gender differences in development, especially during puberty. Implications for the teaching of physical education will also be discussed.

DPA102 Anatomical and Biomechanical Foundations of Physical Activity

Structural anatomy deals with the knowledge and an understanding of the skeleton, joints and muscle structure that produces movement. The lever systems that effects movement will be discussed in this course. 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. The aim of this course is to expose student teachers to qualitative analysis of sports using basic concepts of mechanics and anatomy.

DPA200 Physiology of Exercise

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.

DPA201 Foundations of Psychology & Motor Learning in Physical Activity

This course examines the foundations of sport and exercise psychology and the concepts and principles associated with skill acquisition. Specifically, the course will focus on topics and issues related to the social psychological variables that influence participation in physical activity and sport, the sport and exercise environments within which participants operate, as well as selected outcomes of such participation.

Practicum

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DPR100	Teaching Assistantship (TA)	Core	3	-
2	DPR200	Teaching Practice (TP)	Core	12	TA

The Practicum is a very important component of the diploma programme. Its principal function is to provide student teachers with the opportunity to develop teaching competencies in a variety of instructional contexts and at different levels, under the guidance and supervision of cooperating teachers and university lecturers. They will learn from experienced cooperating teachers about the schooling process and prepare themselves for their roles and responsibilities in teaching.

During the Practicum, student teachers will be able to use the knowledge and skills acquired in the subjects they read at the university, and have opportunities to integrate theory and practice in schools.

The Practicum is spread throughout the entire programme of study and is developmental in nature. It comprises two school attachment periods, i.e., Teaching Assistantship (TA), Teaching Practice (TP).

DPR100 Teaching Assistantship

At the end of the first year, the student teachers will undergo a 5-week TA. Its purpose is to provide student teachers opportunities to observe their Cooperating Teachers (CTs) teach and to reflect on the roles and responsibilities of a teacher. They will also be given the practical experience of helping their CTs plan lessons, prepare resources, manage pupils and to do some guided teaching.

DPR200 Teaching Practice

TP is the last component of the Practicum. It is 10 weeks long – this duration will provide time for student teachers to have a more holistic school attachment experience which would include exploring other aspects of a teacher's life besides classroom teaching, for example, observing how CCAs are managed.

LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DLK101	English for Academic and Professional Purposes	Core	2	-
2	DLK201	Communication Skills for Teachers	Core	2	-

DLK101 English for Academic and Professional Purposes

English for Academic and Professional Purposes is designed to develop student teacher language and communicative competence towards two desired outcomes. The first is to equip student teacher with the thinking and language skills needed to produce acceptable texts in course-related writing tasks during training. The second is to guide them towards audience-aware and culture-sensitive strategies of communication with colleagues, parents, and other persons that teachers interact with in the course of their work. The course materials targeting these two outcomes will include a grammar component to enable student teacher to appreciate the relation between grammar form and message communicated.

DLK201 Communication Skills for Teachers

This is a practical course designed to provide the student with 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. It includes practice tasks to improve speaking skills as well as exercises and group work practice in thinking processes and communication strategies in the context of text types. Student will be given practical instruction on vocal health care and vocal quality. The practice of good voice production will be embedded in the activities of every session.

**DIPLOMA IN ART/MUSIC EDUCATION PROGRAMME
(TWO-YEAR)**

CURRICULUM STRUCTURE FOR DIPLOMA IN ART/MUSIC EDUCATION PROGRAMME

The curriculum structure for Diploma in Art/Music Education Programme is shown in Table 8 below:

Table 8: Curriculum Structure for Diploma in Art/Music Education Programmes

Year 1

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	DED130	Educational Psychology I: Theories and Applications for Learning and Teaching	2
	DED131	Educational Psychology II: Providing for Individual Differences in Learning and Teaching and Classroom Management	2
	DED132	ICT for Engaged Learning	2
CURRICULUM STUDIES (Select Art or Music)			
Art	DCA130	Visual Representation & Expression I: Issues in two-dimensional praxis	3
	DCA131	Visual Representation and Expression II: Issues in three-dimensional praxis	3
	DCA132	Art Theory in Action I	2
	DCA133	Visual Representation and Expression III: Issues in new media praxis	3
Music	DCI130	General Musicianship I	3
	DCI131	General Musicianship II	3
	DCI132	Secondary School Music	3
	DCI133	Choir I	2
	DCI134	Band I	2
	DCI135	Conducting	2

cont'd

Category/ Subject	Course Code	Title	No. of AUs
SUBJECT KNOWLEDGE (To align with the Curriculum Studies subject)			
Art	DSA130	Understanding Visual Literacy	3
	DSA131	Concepts and Practices in Art Education	3
	DSA132	The Development of Adolescent Art and its Implications for Teaching	3
Music	DSI130	World Music in Education	3
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
	DLK131	English for Academic and Professional Purposes	2
PRACTICUM			
	DPR130	Teaching Assistantship	3

Note: In addition to the core courses and the required number of prescribed electives, student teachers are required to undertake a compulsory Group Endeavours in Service Learning (GESL) project – DGS101. Description on GESL projects is available in page 19.

Year 2

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	DED230	The Social Context of Teaching and Learning	2
CURRICULUM STUDIES (Further studies in subject taken in Year 1)			
Art	DCA230	Visual Representation and Expression IV: Issues in new media praxis	3
	DCA231	Visual Representation and Expression V: Issues in two-dimensional praxis	3
	DCA232	Visual Representation and Expression VI: Issues in three-dimensional praxis	3
	DCA233	Art Theory in Action II	2
	DCA234	Visual Arts Research Project	3
Music	DCI230	General Musicianship III	3
	DCI231	Choir II	2
	DCI232	Educational Perspectives in Music	3
	DCI233	Band II	2
SUBJECT KNOWLEDGE (Further studies in subject taken in Year 1)			
Art	DSA230	Visual Arts Education in Museums and Galleries	3
	DSA231	Contemporary South East Asian Art	3
Music	DSI230	Creativity in the Classroom	3
	DSI231	Music in Media	3
	DSI232	Music of Popular Culture in Education	3
	DSI233	Western Art Music in Education	3
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
	DLK231	Communication Skills for teachers	2
PRACTICUM			
	DPR230	Teaching Practice	12

CONTENTS OF CORE COURSES AND PRESCRIBED ELECTIVES

EDUCATION STUDIES

The courses for DED130-132 & DED230 are described in Education Studies section under Dip Ed Programme (Teaching of ML/TL at Secondary Level).

CURRICULUM STUDIES

The Teaching of Art

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCA130	Visual Representation & Expression I: Issues in two-dimensional praxis	Core	3	-
	DCA131	Visual Representation and Expression II: Issues in three-dimensional praxis	Core	3	-
	DCA132	Art Theory in Action I	Core	2	-
	DCA133	Visual Representation and Expression III: Issues in new media praxis	Core	3	-
2	DCA230	Visual Representation and Expression IV: Issues in new media praxis	Core	3	-
	DCA231	Visual Representation and Expression V: Issues in two-dimensional praxis	Core	3	-
	DCA232	Visual Representation and Expression VI: Issues in three-dimensional praxis	Core	3	-
	DCA233	Art Theory in Action II	Core	2	DCA132
	DCA234	Visual Arts Research Project		3	

DCA130 Visual Representation and Expression I: Issues in two-dimensional praxis

Introduction to the concept and practice of representation and expression. Student teachers will consider the use of two-dimensional expressive and representational media and its role in the formation of symbolic systems. Using a combination of studio-practice and theory, student teachers will develop their own competence in two-dimensional representation and expressive processes. Additionally, links will be made to the role played by representational and expressive thought in children's intellectual and emotional development. Links with classroom practice will be made. Student teachers will also explore innovative methods of documenting the range of investigative and research-oriented activities undertaken in this course.

DCA131 Visual Representation and Expression II: Issues in three-dimensional praxis

The concept and practice of representation and expression will continue to be investigated. Student teachers will consider the use of three-dimensional expressive and representational media and its role in the formation of symbolic systems. Using a combination of studio-practice and theory, student teachers will develop their own competence in three-dimensional representation and expressive processes. They will be encouraged to undertake projects in which they will develop an understanding of the relationships which link Sculpture and Ceramics. Links will be made to the role played by representational and expressive thought in children's intellectual and emotional development. Links with classroom practice will be made.

DCA132 Art Theory in Action I

Student teachers will consolidate previous knowledge of art theory and critical studies as they relate to their own art practices.

DCA133 Visual Representation and Expression III: Issues in new media praxis

The concept and practice of representation and expression will continue to be investigated. Student teachers will consider the use of the role of digital and interactive technologies in expressive and representational media and their role in the formation of symbolic systems. Using a combination of studio-practice and theory, student teachers will use new

media technologies to develop their own competence in representation and expressive processes. Links with classroom practice will be made.

DCA230 Visual Representation & Expression IV: Issues in new media praxis

Student teachers will have the opportunity to build on their knowledge of concepts of representation and expression. They will further consider the use of digital and interactive technologies in relation to expressive and representational media and their role in the formation of symbolic systems. Using a combination of studio-practice and theory, student teachers will continue investigate the use of new media and digital technologies to formulate, develop and sustain a self-generated inquiry. Student teachers will acquire working methods, research skills and knowledge necessary for the successful implementation of concepts. They will continue to develop a critical awareness of contemporary and historical art issues relevant to the new technologies and their application in the teaching environment.

DCA231 Visual Representation & Expression V: Issues in two-dimensional media praxis

Student teachers will further their investigations into the concept of representation and expression and their role in the formation of symbolic systems. Student teachers will be encouraged to generate interdisciplinary links between an area of two-dimensional studio practice (drawing, painting or printmaking) and an aspect of either three dimensional studio practices or interactive, digital and

new media studio practice. Student teachers will be expected to acquire working methods, research skills and knowledge necessary to successfully carry out concepts. They will continue to develop a critical awareness of contemporary and historical art issues and their application in the teaching environment. Student teachers will also explore innovative methods of documenting the range of investigative and research-oriented activities undertaken in this course.

DCA232 Visual Representation & Expression VI: Issues in three-dimensional praxis

Student teachers will have the opportunity to elect to work in either sculpture or ceramics. Through an in-depth investigation they will continue to extend their understanding of concepts of representation and expression and their role in the formation of symbolic systems. In consultation with lecturers, student teachers will produce a body of work through which they will acquire working methods, research skills and knowledge necessary to successfully realize the full scope of their project. They will also continue to develop a critical awareness of contemporary and historical art issues and their application in the teaching environment. Links with class room practice will be made.

DCA233 Art Theory in Action II

Student teachers will consolidate previous knowledge of art theory and practice as they relate to their visual art teaching practices within the classroom context. Discussion will focus on teaching and learning in Singapore as they relate to approaches in art education internationally.

DCA234 Visual Arts Research Project

Student teacher plans and undertakes a research project related to art teaching in the secondary school. The project should be guided and illuminated by reference to appropriate theoretical frameworks. This course helps student teachers understand research methods in art education within the secondary school context.

The Teaching of Music

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCI130	General Musicianship I	Core	3	-
	DCI131	General Musicianship II	Core	3	-
	DCI132	Secondary School Music	Core	3	-
	DCI133	Choir I	Core	2	-
	DCI134	Band I	Core	2	-
	DCI135	Conducting	Core	2	-
2	DCI230	General Musicianship III	Core	3	-
	DCI231	Choir II	Core	2	-
	DCI232	Educational Perspectives in Music	Core	3	-
	DCI233	Band II	Core	2	-

DCI130 General Musicianship I

This course seeks to establish a foundation in musicianship skills (aural-training, sight-singing, keyboard skills, functional music theory and analysis) for the music classroom via the activities of creating, performing and responding. This course is to help student teachers develop essential functional musical concepts and skills that are required as a classroom music teacher with a view to cultivating performance and listening skills.

DCI131 General Musicianship II

This course seeks to apply these skills (aural-training, sight-singing, keyboard skills, functional music theory and analysis) to music teaching and learning for the classroom. This course is designed to prepare student teachers to formulate instructional goals and organize teaching strategies, and to utilize a variety of techniques and materials for the secondary classroom.

DCI132 Secondary School Music

This course involves a thorough survey and discussion of the Secondary School Music Syllabus in relation to practices and policies outlined by the Ministry of Education. It aims to familiarize student teachers with the requirements and guidelines defined by MOE's current Secondary Music Syllabus, to enable them to develop a congruent, comprehensive, developmental programme of music education in secondary schools. The teaching of music in the secondary school with particular reference to the syllabus as it is in operation in Singapore schools.

DCI133 Choir I

This course enables the development of educational practices in the classroom by an immersion in practical musical skills through participation in vocal and choral activities. This is a practical-based course.

DCI134 Band I

This course enables the development of educational practices in the classroom by an immersion in practical musical skills through participation in activities for the symphonic band. These skills are seen as a knowledge base for developing other skills in performing and ensemble directing. Also developed are knowledge and skills necessary for conducting an ensemble in the secondary music classroom and school-based ensembles. This practical-based course includes a study of rehearsal procedures and performance practice.

DCI135 Conducting

The development of knowledge and skills necessary for conducting band, choir or orchestra or any instrumental ensemble. Involves the study of rehearsal procedures and performance practice.

DCI230 General Musicianship III

This course seeks to further reinforce and sharpen student teachers' aural perception, sight singing and keyboard skills and analytical understanding to fulfil the task of a music specialist in teaching and learning for both classroom and co-curricular music settings, managing classroom music activities and development of a secondary music programme.

DCI231 Choir II

This course builds on the initial development, in Choir I, of educational practices in the classroom by an immersion in practical musical skills through participation in vocal and choral activities. This is a practical-based course.

DCI232 Educational Perspectives in Music

This course explores current thinking in the area of music education theory through practical and creative activities appropriate for music making in the secondary school classroom. This course also examines the impact of diverse musical traditions around the world including popular culture and jazz on educational theory and practice.

DCI233 Band II

This course is a further development, in Band I, of educational practices in the classroom by an immersion in practical musical skills through participation in activities for the symphonic band. These skills are seen as a knowledge base for developing other skills in performing and ensemble directing. Also developed is knowledge and skills necessary for conducting an ensemble in the secondary music classroom and school-based ensembles. This practical-based course includes a study of rehearsal procedures and performance practice.

SUBJECT KNOWLEDGE

Art

Year	Course Code	Title	Course Category	No of AUs	Pre-requisite
1	DSA130	Understanding Visual Literacy	Core	3	-
	DSA131	Concepts and Practices in Art Education	Core	3	-
	DSA132	The Development of Adolescent Art and its Implications for Teaching	Core	3	-
2	DSA230	Visual Arts Education in Museums and Galleries	Core	3	-
	DSA231	Contemporary South East Asian Art	Core	3	-

DSA130 Understanding Visual Literacy

Visual Literacy refers to the capacity to read and interpret visual images. In contemporary culture, the visual image is being increasingly used as a vehicle through which information is relayed. From billboards to DVDs, from computer games to MTV clips, from television to internet, information is being communicated visually. It is essential that we develop the capacity to understand that visual images do more than merely decorate. Visual images need to be read with the rigor and attention that was once reserved for the printed word. This course will offer an introduction to the study and interpretation of visual culture through a range of theoretical perspectives that seek to explain how visual images generate meaning.

DSA131 Concepts and Practices in Art Education

The course will look into how the teaching of art has evolved over history. Issues that arise from the various education philosophies and theories and their curriculum implications will be discussed. The course will also examine how government policies and initiatives in the arts influence the teaching of art in primary schools. Student teachers will

- discuss the current trends in art education
- relate concepts and theories in art education in their practice
- understand the relationship between issues in art education and the development of art curriculum

DSA132 The Development of Adolescent Art and its Implications for Teaching

Considers the development of adolescents' use of visual media. Student teachers will be helped to understand that when young children and adolescents use and organize visual media, they form important understandings about representation, symbols and signs which will prove crucial to their cognitive development. The educational implications will be considered. Student teachers will

- understand key developmental and cognitive theories that underpin artistic development in adolescents
- evaluate critically these theories and their relevance in today's art education in schools
- be informed and aware of their own beliefs when planning art instructions in classroom

DSA230 Visual Arts Education in Museums and Galleries

This course will explore the educational role of museums and galleries and its relationships to art education. The primary aim is to help student teachers conceptualise and develop innovative gallery-based resources for different levels of schooling. Field trips will be conducted to the various local museums and galleries.

DSA231 Contemporary South East Asian Art

This course is the first of two courses that looks at the development of art in Singapore and in Southeast Asia. The interest here is in prospecting the contemporary in historical terms. This course focuses on ways by which the contemporary and the region are diversely seen, read, desired, claimed and discussed. The approach entails studies of art practices, productions and critical texts. The course will be conducted through lectures, tutorial discussions and assignment projects.

Music

Year	Course Code	Title	Course Category	No of AUs	Pre-requisite
1	DSI130	World Music in Education	Core	3	-
2	DSI230	Creativity in the Classroom	Core	3	-
	DSI231	Music in Media	Core	3	-
	DSI232	Musics of Popular Culture in Education	Core	3	-
	DSI233	Western Art Music in Education	Core	3	-

DSI130 World Music in Education

This course also examines the role that musics from other parts of the world may play in developing pupils understanding of the rich diversity of world music and the central role of music in many societies. The diversity of world musics introduces studies of local musics in the Singaporean context with a view to developing curriculum and context for their place in the music classroom and the ways in which National Education messages are communicated. The emphasis throughout this course is on active participation through creating, performing and listening.

DSI230 Creativity in the Classroom

Student teachers are encouraged to explore and develop a personal idiom in composing; to understand ways in which the process of composing and improvising in the school classroom may be used as an important means of developing musical understanding, and a way in which pupils may find a way to express themselves musically.

DSI231 Music in Media

This course involves an introduction to understanding artistic and other processes in performance productions that employ multiple media. This course draws on film musicals and contemporary MTV productions as examples of music in media and looks at how Multi-media art in the form of film musicals and contemporary MTVs can be used for the teaching of music in the secondary classroom. This course looks at the ways in which music, visual arts, drama, dance and literature interact and may be understood in the broader contexts of politics, culture, sociology, philosophy, ethics, geography and history.

DSI232 Musics of Popular Culture in Education

This course introduces the study of music of popular culture, including jazz, with a view to developing curriculum and context for their place in the music classroom. Emphasis is placed on the role that music of popular culture plays in developing pupils understanding of the rich diversity as well as its central role of music in many societies. The emphasis throughout is on active participation through creating, performing and listening.

DSI233 Western Art Music in Education

This course involves a study of music of the western classical tradition with a view to developing curriculum and context for their place in the music classroom. Emphasis is placed on the role that western art music in developing pupils understanding of its place in society and includes issues of aesthetics. The emphasis throughout is on active participation through creating, performing and listening.

Practicum

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DPR130	Teaching Assistantship (TA)	Core	3	-
2	DPR230	Teaching Practice (TP)	Core	12	TA

The Practicum is a very important component of the diploma programme. Its principal function is to provide student teachers with the opportunity to develop teaching competencies in a variety of instructional contexts and at different levels, under the guidance and supervision of cooperating teachers and university lecturers. They will learn from experienced cooperating teachers about the schooling process and prepare themselves for their roles and responsibilities in teaching.

During the Practicum, student teachers will be able to use the knowledge and skills acquired in the subjects they read at the university, and have opportunities to integrate theory and practice in schools.

The Practicum is spread throughout the entire programme of study and is developmental in nature. It comprises two school attachment periods, i.e., Teaching Assistantship (TA), Teaching Practice (TP).

DPR130 Teaching Assistantship

At the end of the first year, the student teachers will undergo a 5-week TA. Its purpose is to provide student teachers opportunities to observe their Cooperating Teachers (CTs) teach and to reflect on the roles and responsibilities of a teacher. They will also be given the practical experience of helping their CTs plan lessons, prepare resources, manage pupils and to do some guided teaching.

DPR230 Teaching Practice

TP is the last component of the Practicum. It is 10 weeks long – this duration will provide time for student teachers to have a more holistic school attachment experience which would include exploring other aspects of a teacher's life besides classroom teaching, for example, observing how CCAs are managed.

LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DLK131	English for Academic and Professional Purposes	Core	2	-
2	DLK231	Communication Skills for Teachers	Core	2	-

DLK131 English for Academic and Professional Purposes

English for Academic and Professional Purposes is designed to develop student teacher language and communicative competence towards two desired outcomes. The first is to equip student teacher with the thinking and language skills needed to produce acceptable texts in course-related writing tasks during training. The second is to guide them towards audience-aware and culture-sensitive strategies of communication with colleagues, parents, and other persons that teachers interact with in the course of their work. The course materials targeting these two outcomes will include a grammar component to enable student teacher to appreciate the relation between grammar form and message communicated.

DLK231 Communication Skills for Teachers

This is a practical course designed to provide the student with 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. It includes practice tasks to improve speaking skills as well as exercises and group work practice in thinking processes and communication strategies in the context of text types. Student will be given practical instruction on vocal health care and vocal quality. The practice of good voice production will be embedded in the activities of every session.

**DIPLOMA IN ART/MUSIC EDUCATION PROGRAMME
(ONE-YEAR)**

CURRICULUM STRUCTURE FOR ONE-YEAR DIPLOMA IN ART/MUSIC EDUCATION

Student teachers under the Art/Music Teacher Training Scheme who have successfully completed the three-year NAFA Diploma in Art/Music (Teaching) are required to undergo a one-year Diploma in Art/Music Education programme. They will follow the curriculum structure shown in Table 9 below:

Table 9: Curriculum Structure of the One-year Diploma in Art/Music Education Programme
[For student teachers under the Art/Music Teacher Training Scheme who have completed the NAFA Diploma in Art/Music (Teaching)]

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	DED130	Educational Psychology I: Theories and Applications for Learning and Teaching	2
	DED131	Educational Psychology II: Providing for Individual Differences in Learning and Teaching and Classroom Management	2
	DED132	ICT for Engaged Learning	2
	DED230	The Social Context of Teaching and Learning	2
CURRICULUM STUDIES (Select Art or Music)			
Art	DCA232	Visual Representation & Expression VI: Issues in three-dimensional praxis	3
	DCA233	Art Theory in Action II	2
	DCA234	Visual Arts Research Project	3
Music	DCI132	Secondary School Music	3
SUBJECT KNOWLEDGE (to align with the Curriculum Studies subject)			
Art	DSA230	Visual Arts Education in Museums and Galleries	3
Music	DSI130	World Musics in Education	3
	DSI232	Musics of Popular Culture in Education	3
	DSI234	Creativity in the Classroom	2

Cont'd

Category/ Subject	Course Code	Title	No. of AUs
PRACTICUM			
	DPR131#	School Experience	0
	DPR231 ♦	Teaching Practice	10
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
	DLK131	English for Academic & Professional Purposes	2
	DLK231	Communication Skills for Teachers	2

The School Experience will be scheduled from July to early August, in the weeks immediately preceding the beginning of the first semester.

♦ The Teaching Practice of 10 weeks will be scheduled in the second semester.

Note: In addition to the core courses and the required number of prescribed electives, student teachers are required to undertake a compulsory Group Endeavours in Service Learning (GESL) project – DGS101. Description on GESL projects is available in page 19.

CONTENTS OF CORE COURSES AND PRESCRIBED ELECTIVES

EDUCATION STUDIES

The courses DED130-132 and DED230 are described in Education Studies section under Dip Ed Programme (Teaching of ML/TL at Secondary Level).

CURRICULUM STUDIES

The Teaching of Art

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCA232	Visual Representation & Expression VI: Issues in three-dimensional praxis	Core	3	-
	DCA233	Art Theory in Action II	Core	2	-
	DCA234	Visual Arts Research Project	Core	3	-

DCA232 Visual Representation & Expression VI: Issues in Three-dimensional Praxis

Student teachers will have the opportunity to elect to work in either sculpture or ceramics. Through an in-depth investigation they will continue to extend their understanding of concepts of representation and expression and their role in the formation of symbolic systems. In consultation with lecturers, student teachers will produce a body of work through which they will acquire working methods, research skills and knowledge necessary to successfully realize the full scope of their project. They will also continue to develop a critical awareness of contemporary and historical art issues and their application in the teaching environment. Links with class room practice will be made.

DCA233 Art Theory in Action II

Student teachers will consolidate previous knowledge of art theory and practice as they relate to their visual art teaching practices within the classroom context. Discussion will focus on teaching and learning in Singapore as they relate to approaches in art education internationally.

DCA234 Visual Arts Research Project

Student teachers plans and undertakes a research project related to art teaching in the secondary school. The project should be guided and illuminated by reference to appropriate theoretical frameworks. This course helps student teachers understand research methods in art education within the secondary school context.

The Teaching of Music

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCI132	Secondary School Music	Core	3	-

DCI132 Secondary School Music

This course involves a thorough survey and discussion of the Secondary School Music Syllabus in relation to practices and policies outlined by the Ministry of Education. It aims to familiarise student teachers with the requirements and guidelines defined by MOE's current Secondary Music Syllabus, to enable them to develop a congruent, comprehensive, developmental programme of music education in secondary schools. The teaching of music in the secondary school with particular reference to the syllabus as it is in operation in Singapore schools.

SUBJECT KNOWLEDGE

Art

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DSA230	Visual Arts Education in Museums and Galleries	Core	3	-

DSA230 Visual Arts Education in Museums and Galleries

This course will explore the educational role of museums and galleries and its relationship to art education. The primary aim is to help student teachers conceptualise and develop innovative gallery-based resources for different levels of schooling. Fieldtrips will be conducted to the various local museums and galleries.

Music

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DSI130	World Musics in Education	Core	3	-
	DSI232	Musics of Popular Culture in Education	Core	3	-
	DSI234	Creativity in the Classroom	Core	2	-

DSI130 World Musics in Education

This course also examines the role that musics from other parts of the world may play in developing pupils understanding of the rich diversity of world music and the central role of music in many societies. The diversity of world musics introduces studies of local musics in the Singaporean context with a view to developing curriculum and context for their place in the music classroom and the ways in which National Education messages are communicated. The emphasis throughout this course is on active participation through creating, performing and listening.

DSI232 Musics of Popular Culture in Education

This course introduces the study of music of popular culture, including jazz, with a view to developing curriculum and context for their place in the music classroom. Emphasis is placed on the role that music of popular culture plays in developing pupils understanding of the rich diversity as well as its central role of music in many societies. The emphasis throughout is on active participation through creating, performing and listening.

DSI234 Creativity in the Classroom

Student teachers are encouraged to continue the exploration and development of a personal idiom in composing, but also to understand ways in which the process of composing and improvising in the school classroom may be used as an important means of developing musical understanding, and as a way in which pupils may find a way to express themselves musically.

LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DLK131	English for Academic and Professional Purposes	Core	2	-
2	DLK231	Communication Skills for Teachers	Core	2	-

DLK131 English for Academic and Professional Purposes

English for Academic and Professional Purposes is designed to develop student teacher language and communicative competence towards two desired outcomes. The first is to equip student teacher with the thinking and language skills needed to produce acceptable texts in course-related writing tasks during training. The second is to guide them towards audience-aware and culture-sensitive strategies of communication with colleagues, parents, and other persons that teachers interact with in the course of their work. The course materials targeting these two outcomes will include a grammar component to enable student teacher to appreciate the relation between grammar form and message communicated.

DLK231 Communication Skills for Teachers

This is a practical course designed to provide the student with 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. It includes practice tasks to improve speaking skills as well as exercises and group work practice in thinking processes and communication strategies in the context of text types. Student will be given practical instruction on vocal health care and vocal quality. The practice of good voice production will be embedded in the activities of every session.

PRACTICUM

Course code	Title	Course Category	No. of AUs	Pre-requisites
DPR131#	School Experience	Core	0	-
DPR231 ♦	Teaching Practice	Core	10	-

- # The School Experience will be scheduled from July to early August, in the weeks immediately preceding the beginning of the first semester.
- ♦ The Teaching Practice of 10 weeks will be scheduled in the second semester.

DPR131 School Experience

The purpose of the four-week school attachment is to provide student teachers opportunities to observe their Cooperating Teachers (CTs) teach and to reflect on the roles and responsibilities of a teacher. They will also be given the practical experience of helping their CTs plan lessons, prepare resources, manage pupils and to do some guided teaching.

DPR231 Teaching Practice

This course will expose the student teacher to opportunities of teaching and managing students for the subject that he/she has been trained to teach. By this stage of professional training, the student teacher will be exposed to the multi-faceted role of the teacher, such as planning, instructing, managing and assessing pupils' learning, as well as having some practice in using appropriate enrichment and remedial learning activities for target students in classrooms.

DIPLOMA IN HOME ECONOMICS EDUCATION

CURRICULUM STRUCTURE FOR DIPLOMA IN HOME ECONOMICS EDUCATION

Student teachers under the Home Economics Teacher Training Scheme who have successfully completed the three-year Diploma in Consumer Science and Technology from Temasek Polytechnic are required to undergo a one-year Diploma in Home Economics Education programme. They will follow the curriculum structure shown in Table 10 below:

Table 10: Curriculum Structure of the Diploma in Home Economics Education Programme
(For student teachers under the Home Economics Teacher Training Scheme who have completed the Diploma in Consumer Science and Technology from Temasek Polytechnic)

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	DED130	Educational Psychology I: Theories and Applications for Learning and Teaching	2
	DED131	Educational Psychology II: Providing for Individual Differences in Learning and Teaching and Classroom Management	2
	DED132	ICT for Engaged Learning	2
	DED230	The Social Context of Teaching and Learning	2
CURRICULUM STUDIES			
Teaching of Home Economics	DCX130	The Teaching of Food and Nutrition	3
	DCX131	The Teaching of Clothing and Textiles	3
	DCX132	Home Economics Curriculum and Evaluation	2
	DCX133	The Teaching of Consumer Education	3
PRACTICUM			
	DPR231 ♦	Teaching Practice	10
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
	DLK131	English for Academic & Professional Purposes	2
	DLK231	Communication Skills for Teachers	2

♦ The teaching practice of 10 weeks will be scheduled in the second semester.

Note: In addition to the core courses and the required number of prescribed electives, student teachers are required to undertake a compulsory Group Endeavours in Service Learning (GESL) project – DGS101. Description on GESL projects is available in page 19.

CONTENTS OF CORE COURSES AND PRESCRIBED ELECTIVES

EDUCATION STUDIES

The courses DED130-132 and DED230 are described in Education Studies section under Dip Ed Programme (Teaching of ML/TL at Secondary Level).

CURRICULUM STUDIES

The Teaching of Home Economics

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCX130	The Teaching of Food and Nutrition	Core	3	-
	DCX131	The Teaching of Clothing and Textiles	Core	3	-
	DCX132	Home Economics Curriculum and Evaluation	Core	2	-
	DCX133	The Teaching of Consumer Education	Core	3	-

DCX130 The Teaching of Food and Nutrition

The Food and Nutrition syllabus at the lower and upper secondary levels; strategies and methods to teach basic principles of food management; organisation of investigative and practical work, emphasis on coursework development for upper secondary syllabus.

DCX131 The Teaching of Clothing and Textiles

The pedagogical aspects of topics such as textile studies, planning of clothing needs of individuals and families, consumer awareness in the choice and care of clothes, choice, use and care of equipment, and basic clothing construction skills.

DCX132 Home Economics Curriculum and Evaluation

The nature, history and philosophy of home economics; the rationale and objectives of teaching home economics; resources and teaching strategies which focus on learner involvement; the use of appropriate evaluation procedures in facilitating effective learning.

DCX133 The Teaching of Consumer Education

Various approaches to the teaching of consumer education. The concepts of needs and wants, as well as how to make smart consumer decisions, to identify priorities, to set realistic economic goals and manage resources effectively.

LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DLK131	Communication Skills for Teachers	Core	2	-
2	DLK231	English for Academic and Professional Purposes	Core	2	-

DLK131 English for Academic and Professional Purposes

English for Academic and Professional Purposes is designed to develop student teacher language and communicative competence towards two desired outcomes. The first is to equip student teacher with the thinking and language skills needed to produce acceptable texts in course-related writing tasks during training. The second is to guide them towards audience-aware and culture-sensitive strategies of communication with colleagues, parents, and other persons that teachers interact with in the course of their work. The course materials targeting these two outcomes will include a grammar component to enable student teacher to appreciate the relation between grammar form and message communicated.

DLK231 Communication Skills for Teachers

This is a practical course designed to provide the student with 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. It includes practice tasks to improve speaking skills as well as exercises and group work practice in thinking processes and communication strategies in the context of text types. Student will be given practical instruction on vocal health care and vocal quality. The practice of good voice production will be embedded in the activities of every session.

PRACTICUM

Course code	Title	Course Category	No. of AUs	Pre-requisites
DPR231 ♦	Teaching Practice	Core	10	-

- ♦ The Teaching Practice of 10 weeks will be scheduled in the second semester.

DPR231 Teaching Practice

This course will expose the student teacher to opportunities of teaching and managing students for the subject that he/she has been trained to teach. By this stage of professional training, the student teacher will be exposed to the multi-faceted role of the teacher, such as planning, instructing, managing and assessing pupils' learning, as well as having some practice in using appropriate enrichment and remedial learning activities for target students in classrooms.

DIPLOMA IN SPECIAL EDUCATION

CURRICULUM STRUCTURE FOR DIPLOMA IN SPECIAL EDUCATION

The curriculum structure for Diploma in Special Education Programme is shown in Table 11 below:

Table 11: Curriculum Structure for Diploma in Special Education Programme

Year 1

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	NED100	Introduction to Special Education	3
	NED101	Educational Psychology I: Theories and Applications for Learning and Teaching	2
	NED102	Educational Psychology II: Providing for Individual Differences in Learning and Teaching and Classroom Management	2
	NED103	Information and Communications Technologies (ICT) for Engaged Learning	2
	NED104	Practice and Intervention Techniques	2
EDUCATION STUDIES PRESCRIBED ELECTIVES *			
(Select TWO courses)			
	NED160	Sensory and Physical Disabilities	2
	NED161	Intellectual Disabilities	2
	NED162	Multiple Disabilities	2
	NED163	Emotional/Behavioural Disorders	2
	NED164**	Autism Spectrum Disorders (ASD)	2
CURRICULUM STUDIES (For Special Education Schools' Teachers)			
Special Education	NCS100	Language Arts	3
	NCS101	Mathematics and Science	2
	NCS102	Social, Life and Vocational Skills	2
	NCS103	Adaptive Physical Education	2
(Select ONE course)			
	NCS160	Effective Counselling, Consultation and Communication	2
	NCS161	Working with Parents and the Community	
CURRICULUM STUDIES (For Special Needs Officers)			
(Select either ARC or DAS courses)			
Autism Resource Centre (ARC) courses	NCA100	Fundamentals of ASD	4
	NCA101	Communication Difficulties and Intervention	3
	NCA102	Functional Analysis of Behaviour	2
	NCA103	Coaching Social and Communication Skills	2
Dyslexia Association of Singapore (DAS) courses	NCD100	Dyslexia: Content, Assessment and Identification	5
	NCD101	Teaching Dyslexic Children Using the Orton-Gillingham Approach	6

Cont'd

Category/ Subject	Course Code	Title	No. of AUs
PRACTICUM			
	NPR100♦	Practicum	10

** Not offered to Special Needs Officers

♦ The Practicum of 10 weeks will be scheduled in the second semester.

CONTENTS OF CORE COURSES AND PRESCRIBED ELECTIVES

Education Studies

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	NED100	Introduction to Special Education	Core	3	-
	NED101	Educational Psychology I: Theories and Applications for Learning and Teaching	Core	2	-
	NED102	Educational Psychology II: Providing for Individual Differences in Learning and Teaching and Classroom Management	Core	2	-
	NED103	Information and Communications Technologies (ICT) for Engaged Learning	Core	2	-
	NED104	Practice and Intervention Techniques	Core	2	-
	NED160	Sensory and Physical Disabilities	Prescribed	2	NED100
	NED161	Intellectual Disabilities	Prescribed	2	
	NED162	Multiple Disabilities	Prescribed	2	
	NED163	Emotional/Behavioural Disorders	Prescribed	2	
	NED164	Autism Spectrum Disorders (ASD)	Prescribed	2	

NED100 Introduction to Special Education

This course aims to provide student teachers with a general introduction to special education. Student teachers will have opportunities to gain insights into the nature and extent of the work carried out by special educators. Other areas covered in this course include a historical overview of special education, with particular emphasis on the Singapore context and an examination of some of the contemporary trends and issues in special education. This course also aims to give student teachers an awareness of the needs of persons with disabilities in the community and related

issues. Student teachers will gain knowledge and insights into different types of disabilities, their causes, and the necessary supports and services for people with disabilities to have a better quality of life in society.

NED101 Educational Psychology I: Theories and Applications for Learning and Teaching

This course provides the foundation for understanding the learner, their development and the psychology of learning. Key areas include: understanding different aspects of pupil development and how these influence the teaching and learning processes; psychosocial development; stages of moral development and the self-concept; theories of intellectual development; application of psychological principles and learning theories to classroom learning; understanding how pupils learn and how some pupils fail to learn; proactive approaches to motivate and enhance learning, develop creative and critical thinking and problem-solving skills.

NED102 Educational Psychology II: Providing for Individual Differences in Learning and Teaching and Classroom Management

Pupils with diverse abilities and needs are increasingly found in mainstream schools in Singapore. Greater diversity among pupils requires pedagogical approaches that are inclusive of the learning needs of all and yet responsive to individual abilities. This course seeks to help student teachers to understand the characteristics and needs of diverse learners and how to provide

optimal learning for all pupils. This course also seeks to help student teachers acquire and apply basic knowledge and skills in relation to creating conducive learning environment, managing and facilitating teaching and learning activities, and school/classroom discipline. The importance of the practice of proactive classroom management and positive student teacher-pupil relationship will also be emphasized.

NED103 Information and Communications Technologies (ICT) for Engaged Learning

Information and Communications Technologies (ICT) are an important part of classroom environments in Singapore today. In line with the MOE's *Second Masterplan for IT in Education*, this course adopts four major thrusts:

- a. working in teams to modify or create authentic interactive ICT-based learning resources for engaging learners
- b. creating and facilitating online collaborative learning environments
- c. managing ICT learning environments
- d. professional development by independent self-learning of innovative technologies

NED104 Practice and Intervention Techniques

This course will be practice-oriented and will focus on the seven roles of effective teaching, namely, planning, instructing, managing, evaluating, socializing, organizing and self-monitoring. Student teachers will learn to gather information relating to Diagnostic Summaries and individual Education Programmes, planning lessons and reflecting on

classroom teaching through self-evaluations of lessons. Lecture topics will also include intervention techniques and professional ethics in the teaching profession.

NED160 Sensory and Physical Disabilities

This course is an education studies prescribed elective which is designed to examine the specific issues, assessment and interventions for individuals with physical and/or sensory disabilities. This course may be offered together with “Multiple Disabilities” as physical and sensory disabilities are also often experienced by individuals classified as having multiple disabilities. Topics include a study of augmentative and alternative communication (AAC), assistive technology, curriculum adaptations, parental involvement and inclusion.

NED161 Intellectual Disabilities

This course is an education studies prescribed elective designed to examine the concerns and issues involved in teaching persons with intellectual disabilities. Social, physical and environmental variables that can influence intellectual functioning and learning will be discussed. The content of the course includes definitions, causal factors, learning characteristics and relevant approaches in assessment and intervention.

NED162 Multiple Disabilities

This course is an education studies prescribed elective designed to examine the concerns and issues involved in teaching individuals with multiple disabilities. A number of these individuals are also commonly referred as having severe and/or profound disabilities in the professional literature. The term “multiple disabilities” is used because of the combinations of physical, sensory, medical, educational, social and emotional needs. Although individuals with multiple disabilities share in common a need for high, pervasive and lifelong supports and services, it is important to remember that their needs require unique and individualized educational planning and instruction. Topics such as curriculum, assessment and intervention, augmentative and alternative communication, and family involvement, amongst others, will be covered.

NED163 Emotional/Behavioural Disorders

This course provides an overview of emotional/behavioural disorders (E/BD). Conceptual models and their approaches of E/BD, as well as the various types of E/BD and their causes will be examined. The assessment of E/BD and classroom management techniques to reduce challenging behaviours will be included. Students will learn strategies to prevent difficult behaviours and respond appropriately when behavioural problems occur.

NED164 Autism Spectrum Disorders (ASD)

This course is designed to prepare student teachers to teach pupils with autism spectrum disorders (ASD) across the age spectrum and different levels of functioning. This course will introduce the student teachers to the learning and behavioural characteristics of pupils with ASD. The process of identifying individuals with ASD will also be discussed. Strategies for the assessment and intervention of pupils with ASD will be introduced. Particular emphasis will be placed on the implementation of these strategies within the context of Singapore. Finally, issues and trends related to working with this population will also be discussed.

Curriculum Studies

Special Education

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	For Special Education Schools' Teachers				
	NCS100	Language Arts	Core	3	-
	NCS101	Mathematics and Science	Core	2	-
	NCS102	Social, Life and Vocational Skills	Core	2	-
	NCS103	Adaptive Physical Education	Core	2	-
	NCS160	Effective Counselling, Consultation and Communication	Prescribed	2	-
NCS161	Working with Parents and the Community	Prescribed	2	-	

NCS100 Language Arts

This course aims at preparing student teachers to teach the language skills of listening, speaking, reading, and writing to pupils with special needs. Following a general introduction to communication, language acquisition and communication disorders, the communication difficulties associated with particular handicaps will be studied. Specific methods for fostering the growth of language skills in the classroom will be taught. Further topics include evaluation techniques, and the development of language programmes, augmentative communication, remedial reading, and curriculum adaptation. Specific areas of study are the thematic, the language experience and shared book approaches in teaching the language arts.

NCS101 Mathematics and Science

This course is designed to assist student teachers in the teaching of mathematics and science in special schools. It deals with the development of mathematical and scientific content areas and learning activities for pupils with disabilities. It also focuses on different strategies that will enhance the children's development and understanding, the assessment of mathematical and scientific teaching needs, as well as an introduction to techniques by which student teachers can meet educational needs in these areas of the curriculum.

NCS102 Social, Life and Vocational Skills

This course aims to provide student teachers with an understanding of the social and interpersonal needs of the disabled, both during and subsequent to special schooling. Student teachers will be able to relate special school processes to the vocational needs of young adults with disabilities, along with the functional needs required to integrate them into the wider community. Through the various components of this course, it is hoped that student teachers will gain an understanding of the significance of the need to train children and youths with disabilities in the range of social and interpersonal skills. Additionally, it is intended that they will be able, when planning teaching and curricula, to adopt a holistic approach with their pupils and address these complex social needs alongside the academic and physical needs.

NCS103 Adaptive Physical Education

Children enjoy playing and participating in various activities. Children and adults with special needs are no different. However, individuals with special needs require specific guidance and coaching in areas of movement control. The student teacher plays an important role in providing the avenue for various movement experiences. By doing so, these individuals will then be equipped with the necessary skills and knowledge to participate in modified and regular games and sporting events. Student teachers will also be provided with the foundation in fundamental motor development. This course aims to provide student teachers with the groundwork and skills to teach Physical Education to children and adults with special needs. Student teachers will learn how to apply theory to practice, develop suitable programmes and lessons and gain experience in motor skill observation, evaluation and prescription.

NCS160 Effective Counselling, Consultation and Communication

This course is an education studies prescribed elective which is designed to develop in student teachers' effective counselling and communication skills for use with parents, colleagues, other professionals, pupils/clients, and people in general. The contents of this course include effective listening, body language, verbal behaviour, exploring values, and facilitating change. This course is also about personal growth, well-being and development. As a result, student teachers enrolled in this course are highly encouraged to

reflect on personal awareness and understanding of self, in order to better integrate skills learned. Since the learning of counselling skills is best done with opportunities for practice and demonstration of skills, practical activities and exercises comprise a core component of this course.

NCS161 Working With Parents and The Community

This course emphasizes the importance of not only meeting the special needs of pupils with disabilities but also those of their family members. It examines the various ways in which the community can contribute to special education or rehabilitation. Discussion topics will include the following: viewpoints of disabled and non-disabled persons, the concept of normalization, the needs of parents of children with disabilities, contributions by their parents, strategies for improving student teacher-parent communication, parental counselling, and networking with various support personnel and support services in Singapore.

Autism Resource Centre (ARC) Courses

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	For Special Needs Officers				
	NCA100	Fundamentals of ASD	Core	4	-
	NCA101	Communication Difficulties and Intervention	Core	3	-
	NCA102	Functional Analysis of Behaviour	Core	2	-
	NCA103	Coaching Social and Communication Skills	Core	2	-

NCA100 Fundamentals of ASD

This course aims to provide an overview into the characteristics and culture of autism and its unique learning profile. Participants will be introduced to Structured Teaching (developed by TEACCH, University of North Carolina, USA). Application of this knowledge will be used to structure a learning environment to accommodate the learning needs of pupils with ASD. Participants will also learn specific visual support strategies such as Comic Strip Conversation and Social Stories to facilitate perspective-taking of pupils with ASD. An introduction of unconventional language development and language levels will also be presented. The participants will be exposed to specific learning difficulties pupils with ASD experience.

NCA101 Communication Difficulties and Intervention

This course provides an overview of *Communication* in Autism Spectrum Disorder (ASD). It focuses on teaching the participants to observe, analyze, and develop assistive language and communication strategies to support students within a classroom

setting. A staged model of language development and the corresponding teaching strategies will be introduced. The theoretical underpinning and application are based on normal language development theory and clinical research and development by a variety of practitioners in the area of visually supported language and communication development.

NCA102 Functional Analysis of Behaviour

The objective of this course is to provide application knowledge of understanding the reasons for challenging behaviour and to craft action plans to remediate these challenging behaviour. It is focused on having the participants develop an in-depth appreciation of a model of analyzing challenging behaviour. An overview of applied learning theories with a focus on the learning styles of pupils with Autism Spectrum Disorder (ASD) will be presented. Participants will also learn how to define and analyze behaviour, identify its function, and develop strategies at the level of antecedent, consequence, and area underneath the 'ice berg' to develop learning plans. Participants will also be taught strategies to teach new skills and the application of the Learning Pipeline[®] to develop new skills and analysis of focus on teaching component in the Learning Pipeline[®]

NCA103 Coaching Social and Communication Skills

This course provides participants with an overview of the development of social and play skills in typical children and barriers to development for children with Autism Spectrum Disorder (ASD). Participants will be taught to develop social and communication goals and task analyze skill steps in skills acquisition. By the end of this course, participants will be expected to do the following:-

- Develop clear social and communications session learning goals
- Establish basic social circles among peers; running and monitoring social friendship groups among peers
- Develop and apply visual supports for communication and social function
- Teach and Support neuro-typical peers in social groups or buddy systems

Dyslexia Association of Singapore (DAS) Courses

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	For Special Needs Officers				
	NCD100	Dyslexia: Context, Assessment and Identification	Core	5	-
	NCD101	Teaching Dyslexic Children Using the Orton-Gillingham Approach	Core	6	-

NCD100 Dyslexia: Context, Assessment and Identification

This course aims to give trainee SNOs an understanding of Dyslexia which is a leading cause of educational failure. Trainees will be introduced to the definitions, causes, characteristics and implications of dyslexia. They will also learn about other difficulties that can accompany dyslexia. Other areas covered will include the impact of the multilingual environment in Singapore on language and literacy development. Trainees will also have opportunities to practice using screening tools to identify dyslexic learners.

NCD101 Teaching Dyslexic Children Using the Orton-Gillingham Approach

This course aims to give trainee SNOs the practical skills and techniques to improve the reading, writing and spelling skills of dyslexic learners. The Orton-Gillingham Approach is an internationally-recognised set of teaching principles that promotes learning using the visual, auditory and tactile senses simultaneously. There will also be a supervised practicum to give trainees an opportunity to apply what they have learnt in working with dyslexic students.

PRACTICUM

Course code	Title	Course Category	No. of AUs	Pre-requisites
NPR100 ♦	Practicum	Core	10	-

- ♦ The Practicum of 10 weeks will be scheduled in the second semester.

NPR100 Practicum

The Practicum is the practice of teaching and its related tasks. Student teachers will undertake a ten weeks practicum at a special education school during which the student teacher will be under close supervision by staff of the school and NIE. The practicum allows for the development of lesson planning skills, practice of teaching, and evaluating for continuous improvements.