

# The New DDM

## Diploma in Departmental Management

# Handbook for Participants

January 2007

## Contact details

This Diploma in Departmental Management programme is managed by the Graduate Programmes and Research Office, and all enquiries should be addressed to the Office as follows:

Dr David Ng, Associate Dean for Leadership Programmes:

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The Graduate Programmes and Research Office is located in Block 7 on the 3<sup>rd</sup> level, near the lift lobby.

## **Towards leadership excellence**

Education leaders, whether principals, heads of department or teachers with curriculum leadership responsibility, mean so much to our Nation. Their dedication and skill ensure success in the lives of our children. At NIE, we want to play our part by helping such leaders to confront the cutting edge of leadership knowledge in education, so that they can heighten corporate capability in schools and take their operations into new realms of excellence.

You are one of these leaders and we welcome you to our programme. By being here, you are making two important investments: an investment in the improvement of your school; and an investment in your own personal career and development.

In your job as a head of department, you inevitably face considerable demands at a time of vast change. Our programme will help you meet those demands, and it will lead you through to a qualification that is widely valued.

You will find your studies at NIE relevant, because the programme is for Singaporean professionals. It is designed by NIE's team of experts, professionals who have had considerable experience of working with heads of department and other school leaders. By consulting our partners at the Ministry of Education and in schools, we believe we have homed in on the issues that really matter. And because we also bring an international perspective to our programme, we are confident your studies will be at the forefront of knowledge in this fascinating field.

During your time with us, you will gain an understanding of management topics such as assessment, supervision, curriculum design and quality. You will encounter some of the key strategic issues facing schools today and you will make your studies come alive by relating what you learn to the workplace.

We are geared up to accelerate you to your qualification in just four-and-a-half months. That means you will have to work hard, but it will be fun as well as challenging. You will find the atmosphere friendly and stimulating, with opportunity to engage in discussion with your fellow participants and with staff from both inside and outside NIE. This will open you up to different perspectives.

### **NIE: an Institute of Distinction**

Credibility is vital. We are Singapore's recognised premier centre for school leadership training. We have an enviable reputation both in Singapore and abroad for our research and teaching. Many of our staff enjoy international

recognition for their work. They understand the Singapore education scene. And to enhance your experience, we call on distinguished professors from overseas to evaluate our programmes and to advise us on how we can keep this as one of the world's leading programmes of its type.

NIE, of course, is widely known for initial teacher education and in-service education. Over the years, NIE has been deeply involved in the training and development of school principals, heads of department, level and subject heads, and a range of other professional educators. Indeed, NIE plays a key role in partnership with the Ministry of Education in elevating the quality of leadership in Singapore's schools.

## **Introduction to the programme**

This handbook has been prepared for you as a participant on the Diploma in Departmental Management programme. It contains most of the information you will need as you progress through your studies. For example, it explains what NIE's staff expect of you; and it gives an outline of the material covered in the modules. It also explains, in general terms, how your work will be assessed and what you have to do in order to reach the required standard. It tells you how your work must be presented and what is required in terms of attendance.

Most of the information you will need is presented in this handbook. However, you should read it in conjunction with other documentation you will be given, as that will provide details of the University's regulatory framework and many other items of valuable information.

You should find this handbook helpful, but if there is anything that you do not understand, you should contact the Graduate Programmes & Research Office. The contact details are at the front of the handbook. You will find both academic and administrative staff helpful and approachable, and it is important to raise your concerns early with those staff who can help: this will ensure that problems are sorted out before they become unmanageable.

At the time of writing, this handbook is accurate. Changes may occur during the academic year (such as changes in staff or subject content) and we shall do everything possible to keep you informed of anything that might affect you.

## **Nanyang Technological University**

Nanyang Technological University is a dynamic and expanding institution with an enviable record of academic achievement. Established in 1991, its mission is to combine general academic excellence with international

eminence in selected areas of activity. The University's mission includes the aim to prepare leaders, professionals and entrepreneurs for Singapore and to advance research and development in both academic and professional disciplines.

The National Institute of Education, which is constituted as part of the University, shares fully in that mission, but has a primary concern to train teachers and school leaders to meet the needs of Singapore. It aims to equip education professionals with the knowledge and tools to operate effectively in an increasingly demanding educational environment.

The University's teaching style at post-experience level is friendly and informal, yet highly challenging. It emphasises the active and creative participation of students, some of whom have considerable service experience, in the learning process. This means that you can derive much enjoyment from your studies as well as the sense of fulfilment that comes with success.

Nanyang Technological University, with its expanding reputation at home and abroad, maintains a strong international focus and has an active policy of developing links and partnerships with prestigious institutions overseas. While the focus of our programme is essentially local, your learning is set in an international context, since that will help to ensure that developments in Singapore are at the cutting edge of knowledge in the field.

NIE has extensive involvement in research and many of the academic staff with whom you will come into contact are engaged in local and international research projects with practical significance to the work of teachers and managers in educational institutions.

### **The Graduate Programmes & Research Office**

Both you and the programme you are undertaking will be looked after by the Graduate Programmes & Research Office. Dr Lee Sing Kong is the Dean, and, with his team of professional and support staff, he is fully committed to ensuring that your experience at NIE is a profitable one.

Dr David Ng is the Associate Dean with specific responsibility for all leadership programmes, and he too will be constantly monitoring your programme to ensure it is meeting your professional needs.

Our office expresses its role in the form of a commitment: "We in the Graduate Programmes & Research Office make a commitment to promote the development of professional educators in learning, teaching, leading, research and innovation." We intend to stand true to that commitment.

## The programme's staff

Those academic staff who will be involved with your programme include the following:

Dr David Ng is the Associate Dean for Leadership Programmes in the Graduate Programmes & Research Office. He is Assistant Professor in Policy and Leadership Studies. His areas of specialization include training of principals, school leadership, curriculum management and leadership, and learning technology such as computer simulation programming, intelligent tutoring system design and programming. His research interests are on the design of intelligent simulation systems and their impact on knowledge and skill acquisition among school leaders from a situated cognition approach.

Dr Lee Ong Kim is Associate Professor and Head of Policy and Leadership Studies Academic Group. His specialisation is in the area of Measurement, Evaluation, and Statistical Analysis (MESA) and Educational Research Methodology. His areas of interest include Test Equating through the use of Rasch Analysis, for the measurement of growth in student ability. He has conducted training programmes for Education Officers from the Maldives, Pakistan, and Malaysia. He has also provided consultancy services to several divisions of the Malaysian Ministry of Education and other non-governmental organisations in Malaysia as well as to the Ministry of Education of the United Arab Emirates. He currently teaches in courses on assessment, measurement, evaluation and research methodology.

Dr Joy Chew is Associate Professor in the Policy and Leadership Studies Academic Group. She trained as a sociologist at the University of Singapore and obtained her PhD in Sociology of Education from Monash University in 1988. Her specialist areas of teaching and research are: education policy implementation, curriculum design and leadership, sociology of schooling and values education. She is actively involved in the design and delivery of executive leadership courses offered by NIE including the Leaders in Education Programme, Diploma in Departmental Management and Leader for Leaders Programme.

Dr William Choy is a Teaching Fellow at the Policy and Leadership Studies Academic Group. He obtained his Ph. D. in the area of International Business from the University of New South Wales, Sydney, Australia. He has been a lecturer at the University of New South Wales in Australia from 2001 until July 2006. His wide work experience includes being an Estates Administration Manager with the Housing and Development Board (HDB) from 1995 to 1996, Management Development Officer at the Institute of Policy Development at the Prime Minister's Office for one year in 1997, Senior Human Resource Officer at the National Science and Technology Board for one year in 1998, and as Manager at the Work Permit Department of the Ministry of Manpower for one year in 1999. Dr. Choy's areas of specialization and research interest include Organizational Behavior, Strategic Human Resource Management, Cross-cultural Management, Comparative and Multinational Business Management.

Dr Jonathan W.P. Goh is an Assistant Professor in the Policy and Leadership Studies Academic Group. He obtained a first class honors degree in Commerce from Murdoch University, and a PhD (with Distinction) in Marketing from The University of Western Australia. Dr. Goh's academic career included lecturing at

business-related diploma level, as well as in undergraduate and postgraduate programs offered by various Australian and American universities. He has presented and published research papers at international conferences in the United States, Puerto Rico, Hong Kong and Australia. Over the past nine years, he has also been actively engaged in consulting and writing research reports for a wide range of organizations including Citibank Australia, Smiths' Crisps, Sheraton Hotel, Duxton Hotel, Leeuwin Winery and Thomas Cook Travel. His teaching and research interests include research methodology (qualitative and quantitative), data analysis techniques including structural equation modeling, student learning approaches, intercultural communication competence, and cross-cultural aspects of service quality perceptions, customer satisfaction and employee motivation.

Dr Lim Lee Hean is attached to the Policy and Leadership Studies Academic Group. She is currently involved in the development and delivery of courses for the professional development of in-service school educators. She has previous training and experiences in the creation, implementation and reviewing of curriculum materials. Her research interests include school management, teacher mentoring, leadership mentoring in education and gender issues. Her writings focus mainly on aspects pertaining to the practice of educational principles.

Dr Low Guat Tin is an Associate Professor in Policy and Leadership Studies Academic Group. Her basic training is in school psychology and she moved on to study educational management at the University of Michigan. She has conducted workshops and seminars in various countries and her expertise is in human resource management. She has written a number of books and articles on various areas, including management and living creatively. Her research areas include women in leadership, learning styles, mentoring and motivation.

Dr Zhang Yen Ming is Associate Professor in the Policy and Leadership Studies Academic Group. His specialization is in the area of organizational leadership. He teaches courses in 'instructional leadership' and 'problem-based practice'. Dr Zhang's current research interests include leadership behaviour in school administration, and principal training in Singapore.

Dr Ng Pak Tee is an Assistant Professor in the Policy and Leadership Studies Academic Group, National Institute of Education. He teaches in the Leaders in Education Programme (LEP) and Diploma in Departmental Management (DDM) programmes for school leaders (principal-ship and HOD-ship), postgraduate programmes for research candidates and in the foundation programmes for trainee teachers. He read Mathematics at Cambridge University (BA(Hons), MA). He subsequently read Management at Leicester University (MBA) and Bradford University (PhD). He was also trained as a teacher at the National Institute of Education (PGDE). Dr Ng has taught Mathematics at Hwa Chong JC and served as an MOE officer in the Organisation Development Division under the Policy Wing. His main areas of teaching, research, training and consultancy are Change Management, Learning Organisation, Knowledge Management, Innovation, Leadership and Coaching.

Mrs Tang-Chan Yueh Tarn is Principal of Springfield Secondary School. She was formerly the Principal of Tanglin Secondary and Sembawang Secondary Schools, and for several years worked as Specialist Inspector for Science in the Curriculum Planning Division at the Ministry of Education, and as a lecturer at

the then Institute of Education. She obtained her MA (Education) from Stanford, USA and completed her Diploma in Educational Administration at NIE, NTU. She is currently an Adjunct Lecturer in the Division of Policy and Management Studies at NIE.

Dr Chong Keng Choy is currently an associate professorial fellow at PLS. He had worked in NIE for many years and had taught DDM and LEP courses. His research interest is in school management, organization, and leadership.

Dr Trivina Kang is an Assistant Professor in Policy and Leadership Studies. A sociologist by training, her area of specialization is in sociology of education and organisations. Her research interests include gender and ethnicity issues in education and how social capital affects academic achievement.

Dr Kelvin Tan is Assistant Professor in the Policy and Leadership Studies Academic Group. His current teaching and research interests focuses on alternative assessment, phenomenography and critical perspectives of assessment. His research has been presented at international conferences in Australia, Hong Kong and Norway and published in international journals and books.

Mrs Chong-Tan Geok Leng is a part-time lecturer with the Policy and Leadership Studies Academic Group. Trained in business administration and as a former Curriculum Specialist and Assistant Director with the Curriculum Planning and Development Division of the Ministry of Education, she has a keen interest in ensuring that resources are utilized effectively and efficiently to facilitate the teaching and learning of students in schools. She obtained her Masters-in-Education from NUS in 1992.

Dr Anthony Seow is an Associate Professor in English Language & Literature, and Deputy Head (Staff & Administration) in ELL/AG. His specialisation is English verb complementation, and his research interests include computer-assisted assessment (CAA), language acquisition, language testing, teacher education, and language & communication. He teaches the Postgraduate Diploma in Education (Secondary) and M.A. Applied Linguistics courses, as well as supervises M.A./M.Ed postgraduate students.

Dr Berinderjeet Kaur is an Associate Professor in the Mathematics and Mathematics Education Academic Group. She specializes in the teaching and learning of mathematics with a particular interest in mathematical problem solving and comparative studies such as TIMSS (Third International Mathematics and Science Study). She teaches pedagogy courses in both pre-service and in-service programmes at the Institute. Her publications appear in both local and international journals.

Dr Boo Hong Kwen is Associate Professor in the [Natural Sciences](#) and [Science Education](#) Academic Group. She has extensive experience of science education gained as a classroom practitioner, science specialist inspector at MOE (HQ) and teacher-educator. She conducts pre-service as well as in-service courses for both primary and secondary science teachers as well as heads of science departments. She also conducts workshops for parents of pre-school children on how they can help their children enjoy and learn science. She provides consultancy services on science examinations and assessment for primary as well as secondary schools. Her research interests include [the](#) use of effective teaching and learning methods to promote student [conceptual](#) understanding, life-long learning, creativity, thinking and problem solving skills. [She is also](#)



involved in research on the use of effective assessment methods, including alternative forms of assessment such as the use of two-tier questions, interdisciplinary project work (IPW), performance assessment and portfolios. She coordinates DDM 011b Secondary Science as well as the MEd (Sc Ed) course for her Academic Group.

Dr. Christine Chin is an Associate Professor in the Natural Sciences and Science Education Academic Group. She majored in biochemistry at the National University of Singapore (BSc Hons) and the University of Toronto (MSc), and science education at the University of British Columbia (MA) and the University of Illinois at Urbana-Champaign (PhD). She began her career as a secondary school teacher. Currently, she teaches courses in science education to prospective and practising teachers, including science heads of department. Her research interests include students' learning approaches, problem-based learning, assessment, classroom interaction, language issues and discourse in science. She is an international contributing editor for the journal, *Science Education*, and her published work has appeared in several local and international academic and professional journals.

Dr Diana Ang joined NIE as an Assistant Professor in July 2001. She was seconded by the Ministry of Education, from the school, in January 1999 to join the Biology Division then. She has been in the education service since 1975. In her years of service, Diana has many different appointments. In the secondary school, she has been a Senior Science Teacher, a Pastoral care and Career Guidance (PCCG) Co-ordinator, and Head of the Science Department. Some of the subjects she taught were Biology, Chemistry, Science, Moral Education, Music and English. She also spent 6 years, lecturing and tutoring Biology in the Junior College. She has also been evaluating Biology textbooks for the Ministry of Education and is also a consultant to a textbook publisher. During her teaching career, she was awarded the Fulbright Scholarship and Government of Singapore Scholarship for post-graduate studies. Diana's passion is in Biology itself and she aspires to inspire others in the teaching of Biology. She is interested in infusing thinking skills in the study of Science and Biology, as well as how IT can be used more effectively in the teaching and learning of Biology.

Dr Foong Pui Yee is Associate Professor in NIE. Her specialisation is in primary mathematics education. Her research interests include mathematical thinking and problem solving; affective factors in mathematics learning and teachers' beliefs. She has been involved in the teaching of pre-service and in-service programmes in the Mathematics and Mathematics Education Academic Group for more than 15 years. Presently she coordinates the M Ed (maths ed) coursework programme for the AG.

Harry Tan is an Assistant Professor at the Physical Education and Sports Science Academic Group. He has taught for fifteen years in a primary school, seven years in a secondary school and six years in two junior colleges. He has a Master of Science in Sport Psychology with a minor focus on Teaching Analysis from the University of Oregon. He joined NIE in 1995. His academic interest is varied and includes motivation and performance enhancement, curriculum design, and current trends and issues in Physical Education and Sport. He is currently the Head of Olympic Education at the Singapore Olympic Academy and he also coordinates the in-service programme in PESS.

Dr Hawkins, Russell (BA Flinders University, BA Honours [Psychology] Flinders University, Dip Hypnotherapy Australian Society of Clinical and Experimental Hypnosis, Grad Dip Computing. University of South Australia, MEd University of South Australia, MPsyh [Clinical] Flinders University, MBA Charles Sturt University, Doctor of Counselling Bond University, PhD [Clinical] Flinders University) is a Professor of Psychology at James Cook University (Singapore). He was previously the Director for the Master of Psychology (Clinical) program at the University of South Australia where he also taught in the Forensic program. He served as the MA (Applied Psychology) programme coordinator at NIE for four years. Primarily a Clinical Psychologist, he is also a member of the Australian Psychological Society Colleges of Forensic Psychology, Organisational Psychology and Health Psychology. He has worked in a hospital chronic pain clinic for more than 20 years and also has long experience running a private practice in psychology. His research interests include child abuse, human sexuality, acute and chronic pain, hypnosis, clinical psychology and counselling psychology, forensic psychology and aviation psychology.

Dr Looi Chee Kit is an Associate Professor in the Learning Sciences and Technologies Academic Group, and Head of the new Learning Sciences Lab which conducts research into ICT-enabled transformation of pedagogy in the schools. Dr Looi has worked on educational technologies since 1982. He has published more than eighty papers in international journals and conferences, and won four best conference paper awards. He is the key designer of innovative educational technology systems in the past decade which included inquiry tutors, word problem-solving tutors, epistemic game tutors, a web-based collaborative learning environment, and learning management systems.

Dr Joyce Mok holds a doctorate from Ohio State University, and is committed to work involving family and consumer services. Besides her teaching duties in the Home Economics area, she sits on a number of university committees, and works with the Ministry of Health in the area of food-based dietary guidelines.

Peter Renwick is an Assistant Professor in Science and Technology Education, specialising in Design and Technology. His main area of interest is the development of creative thinking and creative problem solving in Design and Technology. He has conducted papers and practical workshops, sharing approaches and strategies that encourage creative design work, both for teachers and pupils. His industrial design background and school based experience have helped him to develop a proactive approach to the teaching of Design and Technology.

Dr Tan Geok-Chin Ivy is an Assistant Professor in the Humanities and Social Studies Education Academic Group. She specialises in Geographic Education and Environmental Education. Her current research interests are in environmental awareness and cooperative learning.

Ms Doreen Tan is a Lecturer in the Humanities and Social Studies Education Academic Group. She obtained her Certificate in Education from the then Institute of Education, a second class upper honors degree in History and a Masters in Southeast Asian Studies from the National University of Singapore. She has taught History, English Language and Social Studies in Primary, Secondary and Junior Colleges and was a Specialist Inspector for History and Social Studies in the then Curriculum Planning Division in the Ministry of Education. For a brief period she was also Head of Department (Humanities) in

a Secondary School. She was on secondment in NIE from Jul 1998 – Jun 2000 and became a full time staff from Jul 2000 to date. Her area of research is in historical understanding.

Dr Esther Tan, a Registered psychologist, an experienced counsellor and a teacher educator, has more than 30 years of working experience as a school teacher in Hong Kong, a school counselor in Canada and a teacher educator in Singapore. She holds a doctorate degree in Education specializing in Counseling Psychology from the University of Toronto. Dr Tan had worked at the National Institute of Education for 30 years where she was Head of Psychological Studies from 1990 to 2003. She was instrumental in introducing in-service training in Guidance and Counselling for teachers and postgraduate training at NIE to equip educational psychologists for schools and counselling psychologists for the field. Since her retirement from full-time service in August 2005, Dr Tan continues to teach part-time at NIE. Currently she also holds two other part-time appointments as Adjunct Associate Professor to the Division of Psychology, Nanyang Technological University and the newly set up UniSIM (SIM University). She is also Visiting Professional (consultant in social and emotional education) to ITE College East and Programme Director of St Andrew's Centre for Early Childhood Education Centre set up by the Anglican diocese of Singapore. Her community services include serving as Advisor to the Juvenile Court, Board Member of Students Care Service and Visiting Justice to Change Female Prison. Dr Tan has authored many research articles and 3 books – Counselling Pupils (1983), Winning Ways with Teens (1997) and Counselling in Schools: Theories, Processes and Techniques (2004). Her research interest is in the areas of parenting, juvenile delinquency, career development, stress management and issues in counseling.

Dr Ruth Wong is an Associate Professor in English Language & Literature. She specializes in the Teaching of English at the primary level, and teaches on all the preservice primary programmes. Her research interests are literacy education, bilingualism and teacher education. She is involved in the supervision of M.A. postgraduate students in these areas. She is currently partnering MOE in SEED as well as the 2009 English Language Syllabus. She is passionate about children's literature, and is a strong advocate of reading for enjoyment to enhance language teaching and learning.

## **The programme**

If we are to move towards Singapore's goal of world-standard schools in the knowledge-based economy, we need to think about a new, elevated level of leadership standards. For principals, that has already been defined through a set of intended outcomes for those undertaking the Leaders in Education Programme. What does it mean for HODs? Essentially, HODs will have to extend their capability. They will have to become more innovative

in their spheres of responsibility, more autonomous, more accountable for results and success in defined areas, more professionally expert in their areas, and they must develop more capability to take on complex assignments as opposed to machine-like chores.

We have reached these conclusions by talking to highly capable educators with a future orientation, both principals and principals-in-training, and by examining trends in other education systems and in the broader, non-education Singapore context. Principals with a farsighted vision have some ideas about what it means to lead schools in a context characterised by competition, uncertainty and volatility. Thus, if we are to provide management education that is going to meet future needs, we have to reach some judgements about the future.

What is this new context? It is one characterised by knowledge. In the emerging knowledge-based economy, schools must continuously improve and be innovative in order to sustain competitive advantage. They must place premium value on their ability to learn faster. And faster learning requires schools to seek more efficient ways to learn, and demands different learning processes, with more attention paid to generating new knowledge through team learning. Therefore, individual and team learning are equally vital in an environment of innovative thinking. Such an environment requires the creation of a dynamic learning system, which is based on the following assumptions:

- Team learning is a key principle in generating and testing knowledge against reality
- Learners construct knowledge and understanding
- New learning depends on current knowledge
- Learning is facilitated by social interaction
- Authentic tasks promote learning
- Learners participate in continuous learning

Thinking in this way has implications, of course, for both what participants learn and how they learn it. We have to consider what is in their interests as they develop capability within a 'dynamic learning system'. We also have to be clear about the HOD's role in the new context. While principals are viewed as CEOs, HODs are seen as 'middle-up-down' leaders and managers. HODs have the responsibilities of creating and implementing concrete concepts to solve and transcend the contradictions arising from gaps between what exists at the moment and what principals hope to create in a dynamic learning system. We also have to consider what is in

the school's or the principal's interests. This may lead us to very different conclusions about what powerful learning is.

Thus, through the DDM, we need to develop innovative curriculum leaders, who can lead advances in all dimensions of the teaching and learning process; and accountable personnel, who thrive on versatility, challenge, complexity and autonomy.

With the above thoughts in mind, you will encounter a diversity of learning experiences that draw on both workplace learning and classroom or group generated learning. Interactions with peers, experienced practitioners and academics are vital, and they can be used effectively to support learning in the workplace.

In the context of learning in different ways, there is a need for coherence and support. It may take the form of tutors working with you individually at the start of the programme to formulate learning agendas and to give you learning support in areas of specialisation. Coherence will be achieved by tutors working with you to relate your learning to your job needs.

We also locate assessment, in part, to where the learning is occurring. Thus, some assessment will be made of your learning as you observe work in schools and take part in enrichment activities. We are also moving towards portfolio-based assessment, where both group and individual learning can be documented, and where the focus is genuinely on learning rather than on what has been taught.

Other learning tools will include school visits to see how 'excellent' departments are run, and possibly short attachments to industry to see how things are done in different contexts.

You will of course continue to learn in classrooms at NIE, but modules will take the form of learning support. There will be a wide range of shorter modules from which you may choose, so that you might match your learning needs to your choices. To complement these, there will be a compulsory core module that will set everything else in context.

While much of our emphasis is on relating learning to the existing workplace, we have to recognise that some learning is designed to build capability for different circumstances, and that means providing learning opportunities that may have no apparent link with your present world of experience. The school, however, may need such learning for pioneering developments to a higher level of performance to meet the demands of the future world. For that reason, you will take part in participants' forums, where you will be exposed to the new technologies and processes available outside schools, but which can be imported into schools in the future. These forums will also provide a vehicle to listen to speakers talking about major issues, such as national education and life sciences.

Heads of department, as we have seen above, have an expanding and increasingly important role in heightening quality in our schools. Indeed, the vision of *Thinking Schools, Learning Nation* can be realised only if there is a strong team of leaders to support the principal in designing and delivering a high quality curriculum.

Essentially, we set out in this programme to support you in three significant ways:

- to help you do your job more effectively by examining issues of contemporary concern and of direct relevance to your job;
- to prepare you intellectually for the future challenges of managing in education; and
- to enable you to acquire a recognised and highly valued post-experience qualification.

At the end of this programme and depending on the electives, you should be able to:

- Demonstrate an up-to-date knowledge of theory relevant to departmental leadership and management, and apply it to departmental personnel and activities effectively.
- Reflect, think and reason independently about complex curriculum and instructional issues, and understand how innovative practice leads to gains in students' educational achievement.
- Design, develop, implement and evaluate curriculum activities in your field of expertise.
- Formulate strategies to support teachers' motivation and satisfaction, and foster a climate of collaboration in the department.
- Identify and facilitate appropriate professional development activities that support departmental, school and national priorities.
- Assess student learning and teacher effectiveness validly and reliably, and apply appropriate assessment processes within the department.
- Understand the wider educational context, which includes national priorities and constraints in a multi-racial society.

## Programme structure

The programme gives a solid foundation in educational management topics and issues, develops a practical understanding and relevant skills in selected functional areas, and introduces you to some of the key strategic and international educational management issues confronting organisations today. In particular, there is a focus on concepts, ideas and issues central to managing departments in schools.

The essence of the programme is best described as the 'dynamic learning system'. This will be explained in the core module.

There is one major core module, which is worth six academic units:

DDM001            The Dynamic Learning System

There is a range of elective modules. These include:

- Differentiated supervision for professional development
- Staff appraisal
- Self-management and delegation
- Team building and conflict management
- Finance and resource management
- Fundamentals in counselling
- Assessment of performance and progress
- Item Calibration and Banking
- Tools for school-based research
- Marketing strategy & planning for schools
- Coaching for Improved Performance
- Student Management and Discipline: A Proactive Framework
- Programme Evaluation Fundamentals
- Alternative Assessment for Project Based Learning
- Assessment Rubrics
- Learning from Reflection
- Guidance and counselling
- Secondary science
- Primary Science
- Crafts & Technology
- Humanities
- Primary mathematics
- Secondary mathematics
- Information technology
- Primary English
- Secondary English
- Physical Education
- Mother Tongue Language (only offered in July intake)

Each elective module has an academic unit rating of either 1 or 2 Academic Units (AU). Altogether, you must accumulate 15AUs in order to obtain the diploma.

## School visits

School visits form an important part of your programme. It is during this time that you have the opportunity to look at departments in other schools from a critical perspective. By choosing good models of practice to observe, you will gain ideas that can be discussed and disseminated, which may then lead to improved practice in your own operation.

Details of the arrangements and the questions you might address can be found in Annexe 1.

You are expected to identify a list of departments that are doing particularly interesting things.

This is the procedure to follow: get together with HODs in the same subject area (e.g. all HODs of Secondary English will form one group.) Look at the list of relevant departments generated individually and select the ones you wish to visit. Once you have compiled your list of at least 5 departments to visit (there are five Mondays devoted to school visits) you may submit your list to the Associate Dean Leadership Programmes for information. You should write to the school principal requesting permission to make the visit, and indicate the date/time of the visit. You may follow your letter up with a phone call or e-mail, and you should write a note of thanks once the visit is completed.

Your choices of schools should be completed by the end of the second week of the programme. That will give you sufficient time to discuss with your group members and with your tutor.

## Participants' forums

Each tutorial group is responsible for organising one participants' forum, which is attended by everyone on the programme. The group will deal with every aspect of organisation, including liaison with the speaker(s), preparing materials, setting up resources and leading the introductions on the day itself. Each group will decide on an appropriate topic or speaker.



## **Attendance**

You are required to be in attendance at the National Institute of Education for the duration of the programme and you are expected to be punctual for each session. During the period of the programme, your responsibility is to NIE and it is only NIE that can give permission to take leave.

Since the programme is full-time, you are strongly discouraged from returning to your school during your time with us. We have an agreement with the Ministry of Education that you may return to your school only to take part in a teacher ranking exercise, and that return must not exceed half a day.

If you require leave of absence for any reason, you must write to the Associate Dean for Leadership Programmes, giving reasons and including any necessary documentation – at least seven days before the event. Permission cannot be given to attend meetings in school.

Please note that your attendance is required even when you don't have lectures. Much of the programme revolves around peer group discussions, group assignments and reading, and necessitates attendance. Your tutor should be able to contact you at all times.

## **Amount of study required**

This is an intensive programme and your daytime hours should be occupied almost entirely by study. Such study, of course, encompasses all activities connected with your programme. It includes attendance at lectures, tutor contact time, research, reflection, relevant coursework, reading and the writing-up of assignments.

A university diploma represents a major intellectual and time commitment, and there are no shortcuts. It is unlikely that you can meet the required standard unless you are prepared to invest a certain amount of time in reading and critical reflection, and you are encouraged to use the times when there are no formal sessions to undertake such activities.

## **Assessment**

Assessment takes several forms and these are explained in the module descriptions that form the next part of this document. We use a combination of continuous assessment, tests, essay-type assignments and

case study analyses. In some cases, oral presentations or similar activities may supplement or replace written tasks.

### **Procedure for submitting work for assessment**

Work for assessment should be handed in as directed by the module tutor by the due date, which will be published at the beginning of the programme or module. Any serious problems in meeting deadlines should be discussed with the Associate Dean at the very earliest opportunity.

Where a subject's assessment requirements specify a written assignment, the pages should be bound in the correct order and page numbered. Assignments should be word processed unless the module tutor directs otherwise. The assignment may be stapled or bound either by heat sealing or by spiral fixings, or in a ring binder. Decorative covers should not be used.

The cover page should have the following information:

- Institution (Nanyang Technological University, National Institute of Education)
- Diploma in Departmental Management
- The module code and title
- Your full name
- Date of submission

Work for summative assessment should normally be typed on single side A4 sheets. Margins should be at least 4cms.

### **Referencing**

Referencing the work of others must be carried out meticulously in all assignments. It should be in accordance with the style guide currently in operation for this programme. The guide is shown in Annexe 2.

At first, learning the precise format for different types of reference is a laborious and time-consuming process, but it is one that must be followed, since this is an essential discipline, and it will be invaluable if you continue your studies to higher degree level. The more you practise, the easier correct referencing becomes.

Please bear in mind the seriousness of not acknowledging someone else's writing, whether you have quoted directly or paraphrased it, or even simply referred to an idea. Plagiarism can lead to disciplinary action by the University.

## **DDM001 Core Module: The Dynamic Learning System**

### ***Introduction to the module***

In the emerging knowledge-based economy, schools must continually seek to improve and be innovative in order to be successful and have competitive advantage. With the proliferation of technology, and knowledge increasing at an exponential rate, successful schools are those that consistently must be able to learn, create, innovate, and utilize new knowledge that corresponds with the monumental changes. To achieve and sustain success, schools must place premium value on their ability to be innovative and to learn faster. Faster learning requires schools to seek for more efficient ways to learn, requiring different learning processes, and more attention paid to generate new knowledge through team learning. These initiatives will mean that schools must create an environment where both individual and team learning will be equally encouraged and supported. Schools must also realize that the collective knowledge and skills of learners are the school's source of sustainable competitive advantage. Such an environment requires the creation of a dynamic learning system. A dynamic learning system is based on the following assumptions:

1. Team learning is a key principle in generating and testing knowledge against reality
2. Learners construct knowledge and understanding
3. New learning depends on current knowledge
4. Learning is facilitated by social interaction and the use of diverse learning tools
5. Authentic tasks promote learning
6. Learners participate in continuous learning

This programme is designed to prepare HODs for innovative curriculum leadership in a dynamic learning system. While principals are viewed as CEOs, HODs are seen as “middle-up-down” leaders and managers. HODs have the responsibilities of creating and implementing concrete concepts to solve and transcend the contradictions arising from gaps between what exists at the moment and what principals hope to create in a dynamic learning system. These responsibilities and challenges will require HODs to explore ways to work together as teams within and between departments. It will also require HODs to be knowledgeable about emerging trends and to have higher levels of knowledge and skills in order to lead and manage an increasingly complex organizational phenomenon.

The dynamic learning system will be explored from a three level perspectives: Personal, Interpersonal and Organizational. It will also incorporate an integrated framework approach. The personal considerations that are critical to promote self renewal will use personal mastery and leadership frameworks. Leading individual and team learning will use various leadership theories including theories of team learning, and team leadership. The management of individual and organizational change that is strategically linked to creating a dynamic learning system will draw upon managerial and organizational frameworks.

### ***Learning Outcomes***

By the end of the module, learners will:

- Know and understand the concept of personal mastery in the framework of dynamic learning system
- Understand the leader's new roles in the organization
- Identify leadership qualities in mentoring
- Be familiar with issues in individual and team learning
- Understand the concept of organizational structure that determines teaching and learning in schools
- Identify organizational culture and discover its impact on learning
- Understand the qualitative and functional roles of managers
- Understand contemporary management learning issues
- Be familiar with influences of power and politics in organizations
- Know and understand decision-making in organizations
- Understand change management concepts
- Understand systems thinking in organizations
- Be familiar with emerging trends and their impact on education

### ***Content***

#### ***A. Personal***

- Personal Mastery & Covey's Three Habits
- Leader's New Roles

#### ***B. Interpersonal***

- Team Learning
- Leadership Mentoring

### **C. Organizational**

- Organizational Structures
- Organizational Culture
- Management Functions
- Contemporary Management Learning
- Power and Politics
- Decision-making
- Change Management
- Systems Thinking

### **Emerging Trends**

Information Technology

Macro and micro perspectives of education and the economy

### ***Resources***

Guns, B. & Anandsen, K. (1998). The Faster Learning Organization: Gain and Sustain the Competitive Edge. Jossey-Bass Business & Management Series.

Nahavandi, A. (2000) The Art and Science of Leadership. Second Edition.  
Upper Saddle River, NJ: Prentice Hall.

Senge, P. (1990) The fifth Discipline NY: Doubleday.

Senge, P., Kleiner, A., Roberts, C., Ross., & Smith, B (1994) The fifth discipline fieldbook. NY: Doubleday

Yukl, G. (2002) Leadership in Organizations, Fifth Edition, 2002.  
Upper Saddle River, NJ: Prentice Hall.

### ***Delivery***

Lectures, learning teams, e-learning, computer simulations, case studies, directed studies, symposium, and visits to selected schools in Singapore

### ***Assessment***

#### Individual portfolios

The individual portfolio is theme-based and is intended to address depth of knowledge and conceptual understanding of a dynamic learning system. The theme will provide the context for HODs to examine and compare their

own assumptions of teaching and learning with the philosophical and theoretical underpinnings of a dynamic learning system.

#### Group presentations

Group presentations will also be based on the same theme as the individual portfolio. The purpose of the group presentation is to generate learning beyond the individual. Each group will be challenged to surface individual assumptions and to generate a coherent and multifaceted interpretation of the theme.

#### ***Tutors***

A/P Lee Ong Kim  
A/P Joy Chew  
A/P Chong Keng Choy  
A/P Low Guat Tin  
A/P Anthony Seow  
Ast/P Lim Lee Hean  
Ast/P Jonathan Goh  
Ast/P Ng Pak Tee  
Ast/P Kelvin Tan

## **Elective modules**

### **DDM011 Curriculum Area Leadership**

The modules included under this title are:

DDM011a	Guidance and counselling
DDM011b	Secondary science
DDM011c	Primary science
DDM011d	Crafts & Technology
DDM011e	Humanities
DDM011f	Primary mathematics
DDM011g	Secondary mathematics
DDM011h	Information technology
DDM011i	Primary English
DDM011j	Secondary English
DDM011k	Physical Education
DDM011n	Mother Tongue Language (only offered in July intake)

Details of these modules will be provided by the respective module leaders. Essentially, they are designed to introduce HODs to the latest thinking and advances in teaching and learning in those subject areas, and to raise significant issues relating to the development of those subjects. The modules, it must be emphasised, focus on teaching and learning, and not on the acquisition of content knowledge.

## **DDM012 Differentiated supervision for professional development**

### ***Introduction to the module***

The core purpose of (subject) HOD leadership is to provide professional leadership for the subject(s) so as to secure high quality teaching and ensure improved standards of pupil achievement. The key outcome of (subject) HOD leadership, therefore, is pupil progress and teacher effectiveness. In order to achieve this, an essential prerequisite is that teachers have the knowledge and skills to teach effectively. HODs can facilitate the professional development of their teachers in this key area through supervision of classroom teaching which is both *differentiated* and *developmental* (as opposed to 'judgmental') in approach.

This module aims to equip participants with the knowledge and skills required to successfully develop and implement a framework for differentiated and developmental instructional supervision of teachers in their respective departments.

### ***Learning outcomes***

On completion of this module, participants will be able to:

- discuss the broad context of HODs' leadership role in staff professional development;
- recognize the need for differentiated and developmental supervision;
- describe the key elements in differentiated supervision, and discuss its application;
- outline the process, principles, and techniques of instructional supervision with a developmental focus;
- describe and discuss the use of 'peer coaching' and 'partnership coaching' in supervision;
- develop and apply a systematic approach to supervision, based on the differentiated and developmental model.

### ***Content***

HODs' role in staff professional development – the 'Big Picture';

Differentiated supervision: *What? Why? How?*

Peer coaching and Partnership coaching: *What? When? Who? Why?*

Instructional supervision with a developmental focus: the process, principles, and techniques;

Constructing a framework for differentiated and developmental supervision.



**Resources**

*(They will be announced by the tutor on the first session).*

**Delivery**

Lectures and small group work.

**Assessment**

*(They will be announced by the tutor on the first session)*

**Tutor**

Dr Zhang Yen Ming

## **DDM014 Staff Appraisal**

### ***Introduction to the module***

Heads of Department play a critical role in staff appraisal. It is the aim of this module to equip them with the basic knowledge, skills and attitudes that are necessary to facilitate their role as reporting officers of the teachers under their charge. In this module, participants will have a better understanding of the rationale, purpose, processes and outcomes of staff appraisal. Issues related to how staff is appraised and the implications of that at the individual, department, school levels and beyond will be dealt with.

### ***Learning outcomes***

By the end of this module, you will:

- Understand the rationale for staff appraisal
- Attain the basic knowledge, skills and attitudes as imperatives to staff appraisal
- Apply the knowledge, skills and attitudes to local context at individual, department and school level
- Understand the implications of staff appraisal beyond school level
- Appreciate the issues pertaining to the processes and outcomes of staff appraisal

### ***Content***

The outline of the module will cover a broad spectrum which attempts to answer the following fundamental questions:

- What is this module about?
- Why appraise staff?
- What does staff appraisal involve?
- How to be better prepared as reporting officers under the Enhanced Performance Management System (EPMS)?
- What are the implications of staff appraisal on the individual, department, school and wider system?

### ***Resources***

For this module, reference will be made to the Work Review Forms, Staff Appraisal Forms, under the EPMS. The EPMS tool kit distributed by the Ministry of Education will be used as a key resource. In addition, relevant readings related to the module will be referred to or provided during the course.

### ***Delivery***

While the direct delivery of contents of this module provide the platform for a good understanding of the knowledge, skills and attitude pertaining to staff appraisal, the capabilities of HODs would be further enhanced through self-learning, self-reflection as well as team learning. The collective wisdom and varied experiences of the participants culled during the course of discussions and presentations will provide for deeper learning at the individual and group level.

### ***Assessment***

Formative assessments will be embedded within the purview of the module.

### ***Tutor***

Mrs Tang-Chan Yueh Tarn

## **DDM016 Self management and delegation**

### ***Introduction to the module***

This module seeks to focus on the practical aspects of real-life management. It is useful for teacher leaders who need the time away from school to reflect and act upon the integration of self-leadership and delegation, in the move towards team self-leadership. In moulding the future of our young, it is imperative that teacher leaders learn to manage and lead themselves. Self-leadership precedes the leadership practice of getting things done through people. As such, this module integrates the principles and practice of delegation with the leadership of self and others. The participants will be provided with opportunities to reflect on the maximal development and maximal harnessing of talent and abilities.

### ***Learning outcomes***

By the end of this module, you will:

- Design your own personal leadership framework that is relevant and applicable
- Understand team self-leadership in relation to your role as head of department
- Know the rationale and spectrum of delegation, and link it to departmental improvement
- Understand the factors that contribute towards effective delegation
- Identify crucial barriers to delegation that you must overcome

### ***Content***

- Team self-leadership
- Time and stress management strategies
- Delegation of authority
- Delegation in practice: what research informs us about the practice of leaders and what you can put into practice

### ***Resources***

For this module, readings will include the following:

Low, G.T., & Lim L.H. (2005) Shackling Disabilities – Relearn ! How and why organisations can have learning disabilities. Singapore: Pearson Prentice Hall.

Low, G.T., Lim, L.H., & Lim, C.T. (2004). Passion: The Blaze within. Singapore: Pearson Prentice Hall.

Robbins, S.P., & Coulter, M. (2002). Management (7<sup>th</sup> ed.). NJ: Prentice Hall.

### ***Delivery***

Individual and team reflective exercises; Interactive sessions, including role-play and case studies

### ***Assessment***

Assessment will consist of presentations on learning and intended implementation at departmental or school level.

### ***Tutor***

Dr Lim Lee Hean

## **DDM020 Team Building and Conflict Management**

### ***Introduction to the Module***

Work groups are essentially considered the building blocks of organizations. Evidently, boosting group performance is the key contributor to both managerial and organizational effectiveness. The decision-making performance of the group requires more than just organizing and mobilizing needed resources. These resources must be transformed into a final group 'product' – a decision. In this module, we will examine the factors that contribute to work group performance and productivity. We will then discuss the functioning and management of decision-making groups, and how relationships are managed between different groups.

### ***Learning Outcomes***

By the end of this module, participants will be able to:

- Better understand the key components of work group effectiveness and productivity. The key components include *Task Demand*, *Resources* and *Group Processes*.
- Identify the causes and consequences of group cohesiveness within organizations.
- Identify and manage aspects of the group process that may act as liabilities, such as *Groupthink*, *Process Liabilities*, and *Group Polarization*.
- Capitalize on group's resource assets, which include problem solving abilities, clearly defined roles for leaders and group members.
- Manage organizational conflict and understand fundamental structural approaches for introducing formalized conflict into the group work discussions.

In addition, participants will also be able to experience action learning by actively participating in practical activities, practice fundamental skills of building dynamic and cohesive work teams, and more importantly to understand and appreciate diversity in views and approaches and interdependence in a group.

### ***Content***

- A general model of work group effectiveness;
- Cohesiveness: getting the 'team spirit';
- Group process in decision-making (includes process liabilities, groupthink and group polarization);
- Managing decision groups (i.e., capitalizing on group assets and minimizing process losses); and
- Managing relationships between groups (includes causes and responses to conflicts, tactics of conflict relationships, and patterns of work group relationships).

### ***Resources***

Recommended Textbooks:

Maxwell, J.C. (2001) The 17 Indisputable Laws of Teamwork. Nelson: Nashville.

### ***Delivery***

Seminars, small group discussions and activities, review journal articles or book chapters, and engage in independent learning activities based on the self-directed study materials provided.

### ***Assessment***

Group discussion and class participation.

### ***Tutor***

Dr. Jonathan W.P. Goh

## **DDM021 Finance and Resource Management**

### ***Introduction to the module***

As educators in the public service, you have at your disposal funds from the government to purchase the resources, programmes and activities to facilitate the development of pupils to attain the educational goals of the nation. It is necessary to account for the effective and efficient use of these funds and resources. You need to establish and implement a rational process to identify appropriate programmes, activities and resources that will contribute towards the achievement of the goals of the department, school and nation, keep accurate and comprehensive records of the resources that are expended and evaluate the use of the funds and resources to meet the goals. This module aims to provide you with a macro and systematic approach to the planning, implementation and control of the funds and resources of the department to facilitate the attainment of the school and national goals.

### ***Learning outcomes***

By the end of this module, you will be able to:

- Appreciate the importance of effective management of finance and resources
- Have the knowledge to adopt a rational budgeting approach
- Be familiar with financial control measures required when using funds and resources
- Reflect on the strengths and weaknesses of your current practices and procedures for managing funds and resources and think of ways to enhance their effectiveness and efficiency

### ***Content***

This module focuses on

- A macro perspective to planning the programmes and activities for the department
- General budgeting principles and approaches
- Requisite financial control measures and procedures for use of funds and resources
- Factors to consider when evaluating the use of the funds and resources to meet the needs of pupils, thereby achieving the goals of the department, school and nation.

### ***Resources***

Knight, B. (1993). Financial Management for Schools: The Thinking Manager's Guide. Oxford: Heinemann Educational. (LB2806 KNI)



Levacic R (1993). Financial Management in Education. Open University Press (LB2826.6 G7 Fin)

Coombs, H. M.; Jenkins, D. E. (1994). Public Sector Financial Management. London: Chapman & Hall. (HJ141 COO)

Ministry of Education Schools Financial Instructional Manual (MOE intranet)

### ***Delivery***

Seminars and small group discussions and activities. Participants are expected to do their readings, reflect on and share their experiences with respect to the various aspects of finance and resource management.

### ***Assessment***

A reflective essay of not more than 2500 words on the current practices adopted for the management of finance and resources in your department focusing on the strengths and weaknesses and the changes, if any, to be made to enhance the existing situation.

### ***Tutor***

Mrs Chong-Tan Geok Leng

## **DDM022 Fundamentals of Counselling**

### ***Introduction to the module***

In virtually every classroom, teachers often encounter troubled and/or “troublesome” pupils who are in need of help, particularly when the level of academic stress is high. This module aims to equip teachers and school administrators with a fundamental knowledge of counselling theory and practice and thus enable them to help such pupils more effectively.

### ***Learning outcomes***

By the end of the module, participants will be able to:

- Understand the fundamentals of counselling theory and practice
- Relate more synergistically with colleagues, parents and pupils
- Identify more readily pupils with developmental, learning or emotional problems
- Intervene more effectively in the classroom
- Work more effectively with and through other teachers and professionals
- Make appropriate referrals when necessary

### ***Content***

- Counselling strategies in cultural context
- Major approaches to counselling
- Levels of intervention and prevention
- Values and professional ethics
- Fundamentals of assessment
- Problem identification and problem solving
- Goal setting and implementation
- Relationship-building strategies

### ***Resources***

Ivey, A. E. & Ivey, M. B. (2003). Intentional interviewing and counseling: Facilitating client development in a multicultural society. Pacific Grove, CA: Brooks/Cole.

Brammer, L. M., & MacDonald, G. (2003). The helping relationship (8th ed.). Boston: Allyn & Bacon.

Kottler, J. A., & Kottler, E. (2000). Counseling skills for teachers. Thousand Oaks, CA: Corwin Press.

### ***Delivery***

Participants are expected to be active seekers, not passive recipients, of knowledge and to participate actively in collective learning. Emphasis is placed on the cultivation of independent, critical, and reflective thought through reading, discussion, and experiential learning. Assigned materials should be read before coming to class.

### ***Assessment***

80% assignment (a personal journal OR a case study of about 2,000 words integrating reading materials, class learning and everyday experiences).

20% participation and contribution to class learning.

### ***Tutor***

A/P Russell Hawkins

## **DDM023 Assessment of performance and progress**

### ***Introduction to the module***

Making interpretations on students' improvement or otherwise, from one test score to the next is not possible if the tests are not equated. In fact measures, instead of raw scores, should be used for such comparisons. This module uses the classical theory to show how best to compare test scores through the use of the normal distribution and derived scores including standard scores, percentile ranks, normalized standard scores, and T-scores. Criterion-referencing and norm-referencing in making test score interpretations will also be discussed. This module assumes that participants do not have any basic statistics and any statistical expressions used will be explained from basics.

### ***Learning outcomes***

By the end of this module, you will be able to:

- report student scores in frequency distributions
- explain the differences between norm-referencing and criterion-referencing
- compare performances of different students on the same test through the use of derived scores

### ***Content***

Frequency Distributions; measures of central tendency; measures of variability; norm-referencing and criterion-referencing; standard scores and normalised standard scores; percentile ranks; T-Scores; stannines

### ***Resources***

Anastasi. A (1996). Psychological testing. London: Prentice Hall

Linn, R.L. & Gronlund, N.E. (2000). Measurement and assessment in teaching. New Jersey: Prentice Hall

[http://research.med.umkc.edu/tlwbiostats/normal\\_curve.html](http://research.med.umkc.edu/tlwbiostats/normal_curve.html)

<http://goldwing.kennesaw.edu/csis3400/normaltable.htm>

### ***Delivery***

Lectures, small group work, and discussion.

### ***Assessment***

Individual Essay.

### ***Tutor***

Dr Lee Ong Kim

## **DDM025 Item Calibration and Banking**

### ***Introduction to the module***

This course focuses on the calibration of multiple-choice test items for the purpose of measuring the growth of children in a given subject area. Emphasis is on the use of testing in the teaching-learning process for formative evaluation. Participants will have the opportunity to use the Rasch Model to calibrate multiple-choice items through the use of the Winsteps programme. Actual data from schools will be used for the item analysis. The new type of test reliability called the "separation reliability" will be discussed and compared with the conventional norm-referenced type of reliability coefficients. Participants will have hands-on experience in the computer lab running the item analysis programme. Assessment for this course will be an assignment based on the output of the analysis of actual students' data.

### ***Learning outcomes***

By the end of this module, you will be able to:

- write a control file for analysing a multiple-choice response matrix
- interpret item difficulty and person ability from the analysis output
- understand the concept of common-items and common-persons test equating
- use an analysis output to plan an individualised instruction for students of varied ability levels

### ***Content***

Ordinal, Interval and Ratio Scales

Concept of the Rasch Model

Using Winsteps: Writing the Control File

Item Calibrations and Person Measures

Computer Lab Session: Analysing a Multiple-Choice Test

Interpreting Student Performance on a multiple-choice test

The concept of item banking

### ***Resources***

Wright, B. D. and Stone, M. (1979). Best test design. Chicago: MESA Press

Linacre, J.M. (1996). Rasch measurement transactions Part 1. Chicago: MESA Press

Linacre, J.M. (1996). Rasch measurement transactions Part 2. Chicago: MESA Press <http://rasch.org/rmt/index.htm>

### ***Delivery***

Lectures, hands-on lab experience, small group discussions and presentations

### ***Assessment***

Assessment will be made on the interpretation of an actual output of an analysis of real data.

### ***Tutor***

Dr Lee Ong Kim

## **DDM026 Introductory Tools for School-Based Research**

### ***Introduction to the module***

Principals and teachers are increasingly encouraged to reflect on school practices and identify critical processes that influence educational outcomes. The School Excellence Model is a tool that provides a multi-faceted framework for such self-assessment based on collection of school-based data. However, the usefulness of such a tool to inform future school improvement strategies hinges heavily on the quality of data that is collected and presented. In order to accomplish this, educators must learn how to systematically collect and analyse data. This module is designed to equip participants with basic knowledge on the various research strategies that will help them accomplish this, and is meant especially for individuals with little prior knowledge in statistics.

### ***Learning outcomes***

By the end of the module, you will:

- Have knowledge about a variety of research and sampling designs and understand their relevance for research in schools.
- Develop a questionnaire following guidelines of item construction. Appreciate the ways interviews and ethnographic observations can be used to complement questionnaire surveys.
- Be able to analyse data collected using descriptive statistics.
- Reflect on the ways school-based research can be used to support the School Excellence Model.

### ***Content***

Sampling and Sampling Design

- The Concept of Sampling. Why Sample?
- Sampling designs - random sampling, stratified random sampling, cluster sampling and purposeful sampling.

Survey Research

- Questionnaire construction. Pitfalls to avoid. Types of questions – open ended or closed. Sequencing. Question format.
- Personal Interview. Principles of interviewing. Potential sources of error.

#### Observational Research

- Role of ethnographic research. Data collection - observation, videotaping, interviewing. Triangulation. Reliability and validity of such research.

#### Data Analysis and Presentation

- Statistical distributions. Correlations.

#### ***Recommended Resources***

Wiersama, W. (2000). Research Methods in Education: An Introduction. Boston: Allyn and Bacon

Hitchcock, G. & Hughes, D. (1989). Research and The Teacher. London: Routledge.

#### ***Delivery***

Lecture, small group discussion and practical exercises.

#### ***Assessment***

Group assignment. Groups will be given a school-based scenario. Their task is to develop a questionnaire and explain the rationale for why the items they included would provide them with relevant data.

Individual assignment. Each participant must write an essay describing an area they would like to explore in their schools and how they would go about conducting such research.

#### ***Tutor***

Dr Trivina Kang



## **DDM028 Marketing Strategy and Planning for Schools**

### ***Introduction***

Marketing is a systematic and insightful process of thinking and planning which is employed by businesses from all sectors including consumer, business, global, non-profit and government sectors. This process is not just limited to products and services as anything can be marketed – be it ideas, events, organizations, places, personalities or even nations. As such, in a competitive educational environment, educational practitioners are increasingly recognizing the importance and contributions of education 'marketization'. The introduction of such quasi-market (commercial) mechanisms in education can lead to organizational effectiveness at an aggregate level, as well as 'user' choice behavior at the individual level.

Creating a 'quasi-market' where commercial mechanisms are transferred to the schools or educational institutions can unsettle resource allocation. This is because users (or 'buyers') create demand for one school rather than another, while establishments ('sellers') react by expansion, contraction, or adjustment of costs and quality. Evidently, there is a pressing need for educational practitioners to ascertain and understand the internal value-generating processes of their stakeholders including students, parents, teachers, directors and benefactors. In addition the necessary skills and resources of the entire organization have to be effectively combined and directed to provide high levels of delivered value and satisfaction. These desired outcomes could result in remarkable improvements in effectiveness and efficiency of schools - precisely the benefits usually ascribed to 'marketization'. Clearly, by offering a core product or service it is not sufficient for schools to create sustainable competitive and comparative advantages. These schools need to look for other sources of developing such an advantage.

In this module, participants will be introduced to the varied and exciting field of marketing. More importantly, it will provide insight into the concepts and processes necessary to gain competitive advantage in the educational marketplace. This process begins with researching the relevant marketplace to understand its dynamics and to identify opportunities to meet existing or latent needs. It involves segmenting the marketplace and selecting those segments that the organization can satisfy in a superior way, formulating strategies and refining it into a detailed marketing and action plan, executing the plan, monitoring and evaluating the outcomes and making further improvements. These issues will contribute significantly to the participants' overall education and improve their holistic thinking abilities. The operative words for this course are Listen, Determine, Comprehend, Learn, Interpret, Evaluate, Apply and Deliberate.

### ***Learning Outcomes***

By the end of this module, you should be able to:

- Understand and appreciate the importance of Marketing and its role in the organization's core processes,
- Understand the concepts and processes for gaining competitive advantage through superior customer value,
- Understand the importance of forging collaborative relationships with the stakeholders (including students and parents),
- Develop processes that enable the organization to continually learn from students, parents, competitors and other sources is essential to sustaining a competitive edge),
- Engage in decision-making, analyze marketing problems and suggest appropriate courses of action.
- Understand the impact of the environmental aspects on the organization.

### ***Content***

The content of this module will cover a broad range of traditional and contemporary marketing concepts, theories and issues. The focus is however on the practical applications of these marketing topics in the school setting. They include:

- The role of marketing in the organization and society
- The marketing management process which involves situational analysis; SWOT analysis; finding target market/s opportunities with market segmentation; positioning; analyzing competition; developing a marketing mix for the target market; developing a marketing plan; implementation; and control.
- Gathering information for marketing decisions.
- Behavioral dimensions of the 'consumer' market, which includes psychological and social influences.
- Marketing of services (including an introduction to the 7Ps of services marketing, managing service providers, perceived service quality, and customer satisfaction)

### ***Resources***

Recommended Textbooks: Kotler, P. (2000). Marketing Management, Millenium Edition, Upper Saddle River, NJ : Prentice-Hall.

### ***Delivery***

Seminars, small group discussions and activities, journal articles or book chapters review. Participants will also engage in independent learning activities based on the self-directed study materials provided.

### ***Assessment***

Participants will be organized into small groups for a major assignment. For this assignment, participants will be required to produce a marketing plan based on a case study of an educational service organization. This entails identifying and analyzing the organization's marketing environment, developing objectives, designing appropriate marketing strategies and suggesting means to evaluate and control the recommended marketing program.

### ***Tutor***

Dr. Jonathan W.P. Goh

## **DDM030 Coaching for Improved Performance**

### ***Introduction***

One significant change in the Singapore school system is the way the performance of school leaders and teachers is managed in the Enhanced Performance Management System (EPMS). Now, the emphasis is on setting targets, defining competencies to be developed and achieving goals. This is to be achieved through a process of coaching. Moreover, we would like our students to “own” their learning and be intrinsically motivated in their studies. The philosophy, principles and tools in coaching will also be very useful in this aspect.

In a school situation, there are many possible areas in which we can use coaching (not exhaustive):

- Target setting, progress monitoring, goal achievement and review
- Staff development
- Team development and team learning
- Student academic performance and behaviour

This module examines what coaching is and how it is relevant in the school context. It may not be able to offer us quick answers. But hopefully, it will generate good questions for us to reflect upon.

### ***Content***

- Coaching: the gist of it
- Coaching in the Learning Organisation context
- The good coach and the good learner
- Coaching and Performance Appraisal
- Practical aspects of coaching

### ***Resources***

#### **References (compulsory)**

- Ng, P. T. (2005). GROW ME! Coaching for Schools (second edition). Singapore: Prentice Hall.
- Ng, P. T. (2005). The Learning School: Innovation and Enterprise. Singapore: Prentice Hall.

#### Further Readings (if interested)

- Crane T. G. (1998). The Heart of Coaching: Using Transformational Coaching to Create a High-Performance Culture. FTA Press.
- Landsberg M. (1996). The Tao of Coaching. Harper Collins.
- Whitmore J. (1992). Coaching for Performance. Nicholas Brealey Publishing Ltd.

#### ***Delivery***

Lectures, discussions and group work

#### ***Assessment***

3 pieces of reflection that can be put into your learning journal.

#### ***Tutor***

Dr Ng Pak Tee

## **DDM032 Student Management and Discipline: A Proactive Framework**

### ***Introduction to the module***

Classroom management has the greatest effect on student learning (as compared with other factors e.g. cognitive processes, home environment and parental support, school culture, curriculum design, and school demographics). Instruction cannot be effective if the students are not managed. Teacher effectiveness surveys report that classroom management skills are crucial and fundamental, and are of primary importance in determining teaching success.

HOD leadership and guidance for teachers in establishing effective student management and discipline policies and practices is essential. This module provides a clear understanding of the fundamental theoretical underpinnings of the strategies and methods commonly employed in student management and discipline. Such awareness will serve to reinforce effective management practices and empower HODs in helping their teachers become good classroom managers.

### ***Learning outcomes***

On completion of this module, participants will be able to:

- discuss critically the relationship between classroom management and student learning;
- describe the goals of classroom management;
- recognize that teacher is key to effective classroom management;
- describe and discuss the power bases of a teacher;
- describe and discuss the 3-dimensional discipline framework  
– *prevention, action, resolution*;
- describe and discuss five main approaches to student management and discipline:  
*Group Management, Assertive Discipline, Behaviour Modification, Logical Consequences, and Reality Therapy*;

### **Content**

- Classroom management and student learning
- Goals and domains of classroom management
- Teacher – key to effective classroom management
- 3-dimensional model of student management and discipline
- 5 main approaches to student management and discipline:  
*Group Management, Assertive Discipline, Behavior Modification, Logical Consequences, and Reality Therapy;*

### **Resources**

*(They will be announced by the tutor on the first session).*

### **Delivery**

Lectures, discussions, and small group work

### **Assessment**

*(They will be announced by the tutor on the first session).*

### **Tutor**

Dr Zhang Yen Ming

## **DDM033 Programme Evaluation Fundamentals**

### ***Introduction to the module***

Educators are increasingly called upon to demonstrate that they are delivering effective programmes that lead to desired outcomes and impacts. Yet, it is widely recognized that evaluation methods and generated knowledge are under-utilized. This module begins with the how and why of conducting and implementing educational evaluations. It aims to equip school leaders with basic knowledge of evaluation essentials--formulating questions, planning and conducting evaluations and using the results. Participants will also be involved in small group discussions to discuss strengths and weaknesses of current programme evaluations in their schools.

### ***Learning Outcomes***

On completion of this module, you will be able to:

- Recognize the importance of ongoing programme evaluation
- Understand the programme evaluation cycle
- Plan basic evaluations
- Understand evaluation products and ways to communicate findings
- Locate evaluation resources.

### ***Content***

This is an introductory course. The module focuses on:

- A framework for evaluation: overview, sample logic models and evaluation plans
- Evaluation characteristics: actual case examples and strengths and weaknesses of various approaches
- Conducting an evaluation: planning, selecting the design, developing data collection instruments, conducting quantitative and qualitative data collection
- Data analysis
- Reporting and using findings.



### **Resources**

*(They will be uploaded onto the Blackboard).*

### **Delivery**

Mini-lectures, small group work, and discussions.

### **Assessment**

*Assessment will be based on participation and contribution to class learning (50%) and group presentation (50%)*

### **Tutor**

Dr William Choy

### **Note:**

Participants are encouraged to bring sample copies of their schools' past or on-going programme plans/reports to the class sessions for discussions.

## **DDM034 Alternative Assessment For Project Based Learning**

### ***Introduction to the module***

Different assessment methods cater to different types of learning and contexts. The diverse nature of project-based learning in particular requires assessment methods that can cover a wide range of learning outcomes and cater to diverse student abilities. A variety of alternative assessment methods will be presented and reviewed in this module. In particular, the module introduces innovative ways of involving students in assessment as a complement to the student-centred nature of project-based learning. Participants will also be introduced to the salient issues of assessing project-based learning such as plagiarism and collusion, assessment based on taxonomies of learning outcomes and different ways of involving students in assessment. At the end of the module, participants will be able to identify several alternative approaches to assessing project-based-learning and make informed choices based on fundamental assessment principles.

### ***Learning outcomes***

On completion of this module, participants will be able to:

- identify and apply alternative assessment methods;
- explain fundamental assessment principles underpinning alternative assessment;
- distinguish between formative and summative assessment;
- critically evaluate issues of student plagiarism and collusion;
- recognize the importance and congruence of self-assessment, peer-assessment and student reflection;
- apply the Structure of Observed Learning Outcomes (SOLO) taxonomy for inter-disciplinary assessment.

### ***Content***

- Alternative assessment methods
- Fundamental assessment principles
- Formative and summative assessment

- Student plagiarism and collusion
- Self-assessment, peer-assessment and student reflection
- Structure of Observed Learning Outcomes (SOLO) taxonomy

### ***Resources***

Black, P., & William, D. (1998). Assessment and classroom learning. Assessment in Education: Principles, Policy & Practice, 5(1), 7 - 74.

Biggs, J. (1999). Teaching for quality learning at university. London: Open University Press.

Boud, D. (1995). Enhancing learning through self-assessment. London: Kogan Page Limited.

Boud, D. (Ed.) (1998). Developing student autonomy, 2<sup>nd</sup> ed. London: Kogan Page.

Devlin, M. (2002). Minimising plagiarism. Retrieved 13 August 2003, from <http://www.cshe.unimelb.edu.au/assessinglearning/08/index.html>

### ***Delivery***

Lectures, discussions, and small group work

### ***Assessment***

Assessment will be based on participation in and contribution to class learning (20%) and progressive patchwork text essay (80%).

### ***Tutor***

Dr Kelvin Tan

## **DDM035      Assessment Rubrics**

### ***Introduction to the module***

Many schools in Singapore are using assessment rubrics to judge students' work and learning. This module presents different types, and purposes, of assessment rubrics and examines their respective constitutive limitations. Participants are introduced to the fundamental principles of designing and using rubrics and challenged to situate their use of rubrics in the teaching and learning continuum. At the end of the module, participants will be able to critique their existing rubric practices and redesign their rubrics according to an informed understanding of their specific assessment contexts.

### ***Learning outcomes***

On completion of this module, participants will be able to:

- Distinguish different types of assessment rubrics
- Understand the constitutive limitations of assessment rubrics
- Critically evaluate the limitations of assessment rubrics for assessing different forms of learning
- Understand the fundamental principles of designing and using assessment rubrics
- Situate the use of assessment rubrics in the teaching and learning continuum

### ***Content***

- Assessment rubric design
- Reporting of student achievement
- Grade descriptors
- Standards based assessment
- Assessment criteria and standards
- Principles of formative assessment

### **Resources**

Anderson, R. S., & Speck, B. W. (Eds.), (1998). New Directions for Teaching and Learning, Changing the way we grade student performance: Classroom assessment and the new learning paradigm. New Directions for Teaching and Learning, No. 74. San Francisco: Jossey-Bass.

Arter, J. A. & McTighe, J. (2000). Scoring Rubrics in the Classroom: Using Performance Criteria for Assessing and Improving Student Performance. Thousand Oaks, California. Corwin Press

Elton, L. (2004). A challenge to established assessment practice. *Higher Education Quarterly*, 58(1).

Hager, P., & Butler, J. (1996). Two models of educational assessment. *Assessment and Evaluation in Higher Education*, 21(4), 367 - 378.

Tan, K. H. K., & Prosser, M. (2004). Qualitatively different ways of differentiating student achievement: a phenomenographic study of grade descriptors. *Assessment & Evaluation in Higher Education*, 29(3), 267 - 282.

Wiggins, G., & McTighe, J. (2005). *Understanding by Design*. Alexandria, USA: Association for Supervision and Curriculum Development.

Wiggins, G. (1994). Assessment Rubrics and Criteria: Design Tips and Models. Alexandria, VA: Association for Supervision and Curriculum Development

### **Delivery**

Lectures, discussions, and small group work

### **Assessment**

Assessment will be based on participation in and contribution to class learning (20%) and progressive patchwork text essay (80%).

### **Tutor**

Dr Kelvin Tan

## **DDM036      Learning From Reflection**

### ***Introduction to the module***

Reflection and learning from experience are increasingly commonplace features of educational programmes in Singapore. However, it cannot be assumed that all forms of reflection lead to learning. Misconceptions of the nature of reflective activities and their intended outcomes may also result in inappropriate disclosures from learners. Different ways of understanding the nature, and intent, of reflective activities will be presented and discussed in this module. In particular, the module seeks to enhance participants' reflective activities as teachers as a way of learning how to enhance the intended reflective opportunities for their future students. At the end of the module, participants will be able to identify and challenge assumptions in their reflective outcomes and develop reflexive postures towards their own reflection.

### ***Learning outcomes***

On completion of this module, participants will be able to:

- Distinguish reflection from reflexivity
- Identify different types of reflective activities and outcomes
- Examine the effect of assessment on reflection and learning
- Identify and critique underpinning assumptions in their personal reflections
- Construct a framework for making evaluative and formative judgments about reflections
- Distinguish self-reflection from self-assessment

### ***Content***

- Performative and exploratory reflection
- Critical reflection of assumptions
- Double loop and triple loop learning
- Reflection for, on and in action
- Reflection and self-assessment

### **Resources**

Boud, D. (Ed.). (1993). *Using Experience for Learning*. Bristol: Open University Press.

Boud, D., & Walker, D. (1998). Promoting Reflection in Professional Courses : The Challenge of Context. *Studies in Higher Education*, 23(2), 191.

Brookfield, S. (1995). *Becoming a critically reflective teacher*. San Francisco: Jossey BASS.

Cowan, J. (1998). *On becoming an innovative university teacher*. Buckingham, UK: SRHE and Open University Press.

Crene, P. (2005). Should learning journals be assessed? *Assessment & Evaluation in Higher Education*, 30(3), 287 - 296.

Fenwick, T. (2001). Experiential learning: A theoretical critique explored through five perspectives. *ERIC Clearinghouse on Adult, Career and Vocational Education*.

Mezirow, J. (1998). On critical reflection. *Adult Education Quarterly*, 48(3), 185 - 198.

### **Delivery**

Lectures, discussions, small group work and reflection in different contexts.

### **Assessment**

Assessment will be based on participation in and contribution to class learning (20%) and progressive patchwork assessment (80%).

### **Tutor**

Dr Kelvin Tan

## Annexe 1 School visits

Time is scheduled in the programme for regular visits to schools. During these visits, you are required to take notes and to be in a position to discuss your learning with both your colleagues and your tutor.

In each school visit, you will visit the one department that relates to your specialism. Thus, if you are a head of mathematics, you will visit schools' mathematics departments. The purpose of the visits is to seek information from the HOD on a number of matters, to gather useful ideas, and to analyse critically the way certain issues are handled in the department.

Your tutor will arrange 'debriefing' sessions. Your learning will be assessable and will form part of the 'core' learning for the DDM.

While you may gain some useful ideas, these are not 'appreciation' visits, but more an opportunity to set what you observe against the learning on this programme and to analyse things critically.

The questions below are meant as a guide to indicate the sorts of issues that might be covered. You must adapt them to suit the purposes of your visits:

- 1a (for primary schools only) How is interdisciplinary project work assessed or how will it be assessed?
- 1b (for secondary schools only) What valid and reliable IPW assessment did you see in the school you visited and what are some of the assessment issues yet to be resolved?
- 2 How is professional development managed at the department level?
- 3 How is the head of department involved in conducting self-appraisal using the School Excellence Model and how does he or she relate this involvement to quality improvement at the department level?
- 5 How has the HOD built the Desired Outcomes of Education into his or her departmental planning?
- 6 What are some of the most difficult leadership problems the HOD has encountered over the past couple of years and how has he or she dealt with them?



- 7      How does the HOD describe his or her leadership approach and what are the reasons for employing that approach or style?

## Annexe 2 Referencing style guide

### Acknowledging sources: lists of references

When preparing an assignment, report, essay or dissertation, you will need to consult the published literature: books, journal articles, conference reports, and other forms of writing. **Your completed written work must acknowledge the sources from which you have obtained your information.** It is important that you refer to any authors whose work or ideas you have used, even if you do not quote or paraphrase their writing.

In order to maintain consistency in the National Institute of Education, this guide is based on the style used in the *Asia Pacific Journal of Education*. This document provides guidelines on how to cite (refer to) those sources of information in your final text and how to compile a list of references.

### What is a references list?

A references list or section is a compilation of relevant works consulted during the preparation of an essay, project or dissertation. It must include all the publications quoted from or referred to in the text.

### Why is it important?

- To acknowledge debts to other writers.
- To demonstrate the body of knowledge upon which your research is based.
- To enable all those who read your work to identify and locate your sources easily.

### How do you compile your list of references?

Keep a list of the full details of every work consulted during your research. For a book, the full details would include the authors' names and initials, year of publication, title, publisher, location of publisher, and the relevant page numbers. You will see from the examples in the section entitled *Reference Lists: General Principles* the items of information that must be gathered about other forms of publication.

Index cards are useful for this process, as new items can be added into an alphabetical sequence without much inconvenience. Alternatively, you can keep a database on your computer.

### How do you arrange the details?

The list of references should be in alphabetical order.

Where several authors have the same surname, initials determine the alphabetical sequence.

Where there are two or more works by the same author, the references to that author should be arranged in chronological order.

Works by more than one author are entered under the name which first appears on the title page and are listed after works written or edited independently by this author.

### **Citations in the text**

Citations within the text direct readers to the list of references at the end of the text. The author's **surname**, **year** of publication and **page number(s)** should appear in the text. (While the usual requirement is to provide page numbers only for a direct quote, you must get into the discipline of showing page numbers to make it easy for the reader to locate your source.) If the author's name does not form part of the statement in the text, put name, date and page number in brackets.

There is evidence (Smith, 1990: 23) that the statistical analysis is unsound.

If the author's name forms part of the statement, put the date and page number in brackets:

Smith (1990: 23) has provided evidence that the statistical analysis is unsound.

If there are two authors, the surnames of both separated by "&" should be given before the date:

Evidence was provided that the statistical analysis was unsound (Smith & Jones, 1990: 64).

In the above example, the ampersand (&) was used because the names were inside the brackets. If they were in the text itself, you would use "and":

Smith and Jones (1990: 64) have provided evidence that the statistical analysis was unsound.

In the first citation of a work with three to six authors, give the surnames of all authors (order in which authors are given is that of the title page), separating the names of the authors with commas, except the final two names, which should be separated by "and".

Smith, Jones and Lee (1990: 87-94) have provided evidence that the statistical analysis is unsound.

If the names fell within the brackets, you would use "&" instead of "and".

Subsequent references should be in abbreviated form, the surname of the first author followed by *et al.*

Smith *et al.* (1990: 102) again questioned the analysis and the authors' interpretation.

For a work with six or more authors, give only the first author's surname followed by *et al.*

### **Secondary sources**

Citing the work of one author found in the work of another.

Supporting evidence appears in a study by Black (cited in Smith & Jones, 1990: 64).

You should acknowledge that you did not consult the original source; "cited in" indicates that the references to Black's study can be found in Smith & Jones. Include only Smith & Jones in the list of references.

### **Articles in edited works**

Cite under the name of the author(s) of the paper; not under the name of the editor.

### **Works published in the same year by the same author**

If an author has more than one publication in the same year, suffixes "a", "b", etc are added to the year. Both date and letter are used in citing the source.

Smith (1990a: 23) has provided evidence that the statistical analysis is unsound.

### **Quotation marks**

Quotation marks are used to enclose direct quotations from speech and writing. Quotes of less than three lines can be included in the text.

Smith (1990: 23) concluded that "there was a fundamental discrepancy in the original data".

Do **NOT** use quotation marks for longer quotations. Quotes of more than three lines should be separated from the text and indented.

Smith (1990: 23) claimed:

The original data was largely flawed because inappropriate methodology had been used. The researchers chose to employ a long and complex

questionnaire, to which there had been an insufficient response. More appropriate would have been the use of observational technique, which could have been supported by semi-structured interviews.

### Reference lists: general principles

The following examples (based on the Asia Pacific Journal of Education) provide templates on which you can base your referencing. In some cases, you may have to combine examples. Look carefully at what is italicised and what is not, at where commas, full stops, commas and brackets are used, and at the application of initial capitals to some titles but not others. There are many referencing styles in use, as a glance at a range of journals will show, but, for this programme, you must standardise your work according to this guide. We show the order of details first, followed by an example.

### Books

- Author
- Date of publication
- Title (italicised)
- Place of publication and publisher.

Claxton, G. (1990) *Teaching to Learn*. London: Cassell.

Rogers, C., Altman, F. & Daley, P. (1983) *Schools at Work*. London: Bell and Howell.

### Chapters in books

- Author of chapter
- Date of publication
- Title of chapter
- Editor, initials first (followed by Ed. Or Eds. in brackets)
- Title of book (italicised)
- Place of publication and publisher

Higginson, G. (1990) A levels and the future. In G. Parry & C. Wake (Eds.) *Access and Alternative Futures for Higher Education* (2nd Ed.). London: Hodder and Stoughton.

Brown, J. & Armstrong, M. (1986) Transfer from junior to secondary: The child's perspective. In M. Youngman (Ed.) *Mid-schooling Transfer*. Windsor: NFER, pp.23-47.

### Articles in journals

- Author(s) of article (surname first)

- Date of publication (in round brackets)
- Title of article
- Title of journal (italicised)
- Volume number
- Issue number (if any) in brackets
- Page number(s)

Hyland, T. (1993) Professional development and competence-based education. *Educational Studies*, 19 (1), 123-132.

Putnam, J. & Lee, D. (1985) Applications of classroom management research findings. *Journal of Education for Teaching*, 11, 145-164.

### **Newspaper articles**

- Name of author(s). (If no name given, miss this out, and start with article title)
- Year (in brackets)
- Title of article
- Name of newspaper (italicised)
- Full date of publication
- Page number(s)

Lee, P. (1995) Mr Patten's question paper put to the test. *The Guardian, Guardian Education*, Tuesday, 8 June 1993, 2.

### **Thesis**

- Author
- Date (brackets)
- Title (italicised)
- Thesis details (Ph.D., M.Ed. etc)
- University or institution

Blanchard, J.A. (1990) *The Meaning of Curriculum Development and the Role of the Outsider*. Unpublished doctoral thesis, University of Southampton, School of Education.

### **Government circular**

- Government Department
- Date (brackets)
- Title (italicised)
- Circular details
- Place of publication
- Publisher

Department of Education and Science (1989) *The Education Reform Act 1988: School Curriculum and Assessment*. Circular 5/89, London: HMSO.

Central Advisory Council for Education (England) (1967) *Children and Their Primary Schools*. [Plowden Report], London: HMSO.

### **Conference paper**

- Author
- Year of conference
- Title of paper
- Paper presented at...insert details of conference, including location and date

Peters, T. (1990) Reconceptualising research methods in contemporary management. Paper presented at the Australian Educational Administration Society annual conference, Melbourne, April.

## Annexe 3      Some tips on conducting debriefing sessions

Your school visits and industrial attachments will accord you many opportunities to pick up useful ideas but these ideas need to be framed in a meaningful way. A successful debriefing of the visits will add meaning and enhance the learning for each individual.

Debriefing is a thought process that helps you move through a cycle of learning. It is important to consider the overall goals as well as understand a basic flow that will help you gain the most from the learning experience. You should schedule your debriefing session as soon as possible after the visit and allow plenty of time. Planning for the debriefing session is key to the debriefing process. Below are some tips to help you experience a successful debriefing session.

- 1 **Decide on the group structure for the debriefing.** Depending on the size of your group you might want to have small group discussion before sharing with the larger group.
- 2 Initial discussion could focus on ***what happened***. Give enough time for **all** the group members to share **all** their observations. Where patterns are observed, these should be noted. It would also be useful to note when something didn't happen even though you expected it to happen.
- 3 After discussing *what happened* you could move on to discuss ***why it happened***.
- 4 **Expand on the experience** by discussing how the experience was similar to/different from things that you have experienced yourself.
- 5 Encourage individuals to share major ah-ha's with the group.
- 6 **Explore** ways in which the visit experience gels with concepts and theories that you have picked up during the DDM course.
- 7 Consider how the points learned through the experience might be applied to your own school situation.