



NANYANG TECHNOLOGICAL UNIVERSITY  
NATIONAL INSTITUTE OF EDUCATION



SCHOOL OF EDUCATION

# DIPLOMA IN Departmental Management

DIVISION OF POLICY & MANAGEMENT STUDIES  
Year 2000

LG  
399  
NIE.D  
2000

REFERENCE

## DIPLOMA IN DEPARTMENTAL MANAGEMENT

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## ENQUIRIES

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

The information in this handbook is based on information available at the time of publication. NIE reserves the right to make alterations without notice.

## INTRODUCTION

### DIPLOMA IN DEPARTMENTAL MANAGEMENT PRIMARY & SECONDARY

The Diploma in Departmental Management is a 17-week management training programme. The vision of *Thinking Schools, Learning Nation* will be better realised in Singapore when a strong team of instructional leaders support the work of the principal in designing and delivering a quality school curriculum. For middle managers, the coursework focuses on two key areas of Education Management and Curriculum Design, Development and Evaluation.

#### Admission Criteria

- a minimum of three years, trained teaching experience and confirmed status in school service
- a good Staff Confidential Report
- graduate or non-graduate with acceptable academic and teaching qualifications, and
- an ability to follow a course of study in English

Those who meet these general criteria are selected by the Ministry of Education for sponsorship to attend the programme.

## **Focus of the Programme**

The programme is designed by the School of Education with inputs from the Schools Division, the Staff Training Division and the Personnel Division of the Ministry of Education. Review for restructuring the programme, when necessary, is also done jointly by the National Institute of Education and the Ministry of Education. Resource persons are appointed by the Schools Division to work with professors of the National Institute of Education to help participants link theory to practice.

## **Aims of the Programme**

- Manage school departments systematically and effectively
- Develop, manage, implement and evaluate curriculum to meet the needs and abilities of students
- Improve teamwork, delegation and human resource skills
- Understand and utilise information technology for management functions
- Be aligned to the Thinking Schools - Learning Nation vision

## **PROGRAMME STRUCTURE**

The Diploma in Departmental Management programme has the same structure for middle managers in primary and secondary schools. It consists of two subject areas and six 26-hour modules. Each module is graded A to F.

### **SUBJECT AREA A: DEPARTMENTAL MANAGEMENT**

DDM601/651 Managerial Skills  
DDM602/652 Managing the Departmental Team  
DDM603/653 Instructional Leadership  
DDM604/654 Staff Development and Appraisal

### **SUBJECT AREA B: CURRICULUM DESIGN, DEVELOPMENT & EVALUATION**

DDM605/655 Curriculum Development and Implementation  
DDM606/656 Assessment and Curriculum Evaluation

## ASSESSMENT OF THE DDM PROGRAMME

In line with Singapore's Desired Outcomes of Education and the *Thinking School-Learning Nation* vision, education is undergoing qualitative changes. As curriculum and pedagogy change, assessment can no longer be an appendage or afterthought of the education process. Middle managers need to know how to use assessment to guide students through the learning process while maintaining rigour and standards. Middle managers are practitioners who require familiarity with the theory as well as experiences with new modes of management, teaching and assessment.

The DDM Programme incorporates individual and group assessment where middle managers experience various modes of assessment which are due throughout the programme rather than all at the end.

A case study approach is used to synthesize and assess knowledge and skills in five of the six modules

Each of the modules are graded A, B, C, D or F.

| Diploma In Departmental Management Programme<br>2000 Calendar     |  |
|---|--|
| <i>January 2000 Semester<br/>03 Jan – 30 Apr 2000</i>             | <i>July 2000 Semester<br/>10 Jul – 05 Nov 2000</i> |
| 03 Jan – 13 Feb<br>(6 lecture weeks)                              | 10 Jul – 20 Aug<br>(6 lecture weeks)               |
| 08 Jan <i>Hari Raya Puasa</i>                                     | 09 Aug <i>National Day</i>                         |
| 14 Feb – 26 Feb<br>(2 directed studies week)                      | 21 Aug – 02 Sep<br>(2 directed studies week)       |
| 05 Feb – 07 Feb<br><i>Chinese New Year</i>                        | 03 Sep – 10 Sep<br>( <i>NIE Recess Week</i> )      |
| 27 Feb – 05 Mar<br>( <i>NIE Recess Week</i> )                     | 11 Sep – 15 Oct<br>(5 lecture weeks)               |
| 06 Mar – 09 Apr<br>(5 lecture weeks)                              | 16 Oct – 22 Oct<br>(1 directed studies week)       |
| 16 Mar<br><i>Hari Raya Haji</i>                                   | 23 Oct – 04 Nov<br>(2 lecture weeks)               |
| 10 Apr – 16 Apr<br>(1 directed studies week)                      | 26 October<br><i>Deepavali</i>                     |
| 17 Apr – 30 Apr<br>(2 lecture weeks)<br>21 Apr <i>Good Friday</i> |  |

## MODULE OUTLINES

### DDM 601/651 Managerial Skills

#### Rationale

Education managers at all levels need a range of skills if they are to work with their colleagues to achieve new heights in educational provision. Amongst these are teamwork, conflict, delegation and influencing skills. Managers must also understand funding and budget issues, and how these are linked to school intent.

#### Objectives

Understand how strong, collaborative teams can be built

Demonstrate how conflict can be used as a source of ideas and improvement

Develop skill in delegating and influencing

Identify and evaluate approaches to budgeting, and link it to school planning

Understand how to apply principles of good budget management and control

#### Content

- Management skills and issues
  - Teamwork and learning
  - Conflict management
  - Delegation
  - Influencing concepts
- Management of resources
  - Where do the funds come from?
  - How are school resources linked to school vision?
  - How do you manage the department's funds?
  - What rules should you know?

#### Pedagogy

Interactive sessions, including lecture, discussion, role-play and practical exercises.

## **DDM602/652 Managing the Departmental Team**

### **Rationale**

The module is designed to meet the needs of the Heads of Department in managing the self and teams in Singapore schools. It is imperative that they be knowledgeable in their role as Heads of Department to develop motivated teams. Opportunities will also be provided for participants to reflect on the two features of maximal development as well as the maximal harnessing of talents and abilities of team members in an ability-driven approach. Emphasis on either primary or secondary school headship in team management will vary according to participants' needs.

### **Objectives**

Understand the management of self and mindset in relation to team management

Understand the factors that motivate team members at work

Apply managerial practices to develop and manage a motivated departmental team

### **Content**

- Self Management  
Self management and change  
Time management strategies  
Stress management strategies
- Mindset Management
- Motivation  
Review of major motivation theories  
Motivation in practice
- Human Relationship Skills
- Group Dynamics  
A group and its characteristics  
Functions of group  
Linking group dynamics to motivation and human relation skills.

### **Pedagogy**

Lecture, group discussion, presentation, role-play, simulation exercises.

## **DDM603/653 Instructional Leadership**

### **Rationale**

The general purpose of this module is to provide management leaders with an opportunity to synthesize theoretical and practical knowledge pertaining to instructional leadership, and to develop an awareness of the importance of leadership skills in managing the departmental team.

### **Objectives**

Understand the trait-leadership approach and what personal characteristics contribute to successful leadership

Understand the behavior leadership approach and effects of leadership styles on subordinates

Comprehend the situational or contingency leadership, and enhance their perceptions of the situations in their departments so as to use appropriate leading styles

Understand the advantages and disadvantages of participative leadership, know how to encourage participation, and choose the right model for rational and logical decision making

Understand the process of change, manage changes and apply transformational leadership in their departmental work

### **Content**

- Introduction
  - The Nature of Leadership
  - The Framework of This Module
- Leadership Attributes
  - The Trait Theory
  - Leaders' Personal Characteristics
- Leadership Styles
  - Structuring Style
  - Task-oriented Style
  - Relationship-oriented Style
  - Participative Leadership
  - Models of Decision Making
- Situational Leadership
  - Contingency Theories
  - Follower Maturity
- Change-oriented Leadership
  - Change Process
  - Transformational Leadership

### **Pedagogy**

Lecture, group discussion, presentation, directed studies, group/individual project.



## **DDM 604/654 Staff Development and Appraisal**

### **Rationale**

Before managers can plan improvement efforts, they need to appraise the quality of provision, and this has to be done in a highly evaluative way. From there, it is possible to plan a coherent programme of professional development that enables teachers to develop both professionally and personally. Such development might be enhanced by skilfully implementing supervision processes.

### **Objectives**

Understand how to evaluate critically areas of operation

Undertake professional development planning for the department

Use various professional development strategies

Plan and implement appropriate supervision practices for better instruction

### **Content**

- School and subunit appraisal: taking a critically evaluative approach
- Linking professional development planning to the school's overall professional development priorities
- Planning professional development with individual teachers
- Professional development strategies, including on-the-job training
- Differentiated supervision planning and practices

### **Pedagogy**

Interactive sessions, including lecture, discussion, role play, simulations and practical exercises.

## **DDM605/655 Curriculum Development and Implementation**

### **Rationale**

Middle management school leaders like heads of departments, level heads and subject heads, are expected to play an active role in formulating school-based curriculum plans and strategies to bring about curriculum improvement and development. They have to be knowledgeable about the principles of curriculum development and how they can work towards a coherent curriculum plan to bring about meaningful change in the teaching-learning and assessment processes in the school.

### **Objectives**

Understand the nature of the curriculum and levels of curriculum decision making in the school system

Examine the instructional leadership role of middle management school leaders in relation to the vision of creating thinking schools and learning organisations

Explore the expectations, concerns and issues of headship in the academic and non-academic areas of the school curriculum

Familiarise participants with the trends and developments in the respective curriculum areas and their implications for school-based curriculum development efforts

Familiarise participants with recent and new MOE curriculum initiatives in the teaching and learning process, e.g. National Education, information technology, creative thinking

### **Content**

- Nature of the school curriculum and levels of curriculum decision making
- Instructional leadership and effective departmental management: issues of quality and staff development
- Characteristics of a thinking curriculum: implications for school-based curriculum improvement and curriculum development
- Curriculum issues: assumptions, trends and development in the academic curriculum, trends and research in pedagogy
- Learning theories and implications for designing instructional programmes
- Managing instructional problems and implementation of new curriculum initiatives
- Coordinating curricular programmes
- Managing resources to maximise instructional effectiveness
- Towards creating a thinking curriculum

### **Pedagogy**

Lecture, group work, discussion, presentation and practical exercises.

## **DDM606/656 Assessment and Curriculum Evaluation**

### **Rationale**

In this period of change in organisational culture and initiatives leading to a learner-centred thinking environment there will be a far greater emphasis on the use of assessment to enhance teaching and learning. Management leaders can use alternative assessment modes and evaluations in a learning organisation to develop students' cognitive, physical and affective abilities.

### **Objectives**

Construct, manage and interpret assessment data for both formative and summative purposes

Reflect on and implement a variety of classroom-based assessment modes to improve teaching and learning in developing the talents and abilities of every student

Understand the criteria used in interdisciplinary project work to develop creative and critical thinking

Use assessment data to report and advise on cognitive, affective and physical development

### **Content**

- Assessment planning
  - Understanding of definitions
  - Writing aims and objectives in relation to content area
- Different types of assessment
  - Importance of criteria
  - Norm-referenced and criteria-referenced assessment
- Project work
  - Interdisciplinary project work
  - Group and individual accountability
- Marking and moderation
  - Role of weighting
- Evaluation and Reporting

### **Pedagogy**

Lecture, group work, discussion, presentations, practical exercises.