



The New DDM

Diploma in Departmental Management

Handbook for Participants

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An Institute of

Nanyang
Technological University

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:

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The Graduate Programmes and Research Office is located in Block 7 on the 3rd 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 students 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 Kenneth Stott 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 Ken Stott is Associate Dean in the Graduate Programmes & Research Office. He is responsible for the management of all leadership programmes. He has written a number of books and articles on a range of management topics.

Dr Joy Chew is Associate Professor and Head of the Policy and Management Studies Academic Group. She trained as a sociologist at the University of Singapore and Monash University. She is involved in the management education of prospective principals and heads of departments. Her specialist areas of teaching and research are: policy implementation, curriculum improvement, sociology of schooling, values education, and the implementation of curriculum change. She is responsible for most of the staff involved in your course, including the quality of teaching and research.

Dr Ng Pak Tee is an Assistant Professor in the Policy and Management Studies Academic Group. He was trained in Mathematics at Cambridge University (BA). He was subsequently trained in Management at Leicester University (MBA) and Bradford University (PhD). He was also trained as a teacher at NIE (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 areas of work at MOE and his current teaching and research areas at NIE are: the Learning Organisation, Change Management and Business Process Re-engineering.

Dr Jonathan W.P. Goh is an Assistant Professor in the Policy and Management 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 Low Guat Tin is an Associate Professor in Policy and Management Studies. 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 Ong Teck Chin, PPA is an Adjunct Associate Professor attached to the Policy and Management Studies academic group. An Oxford graduate, he is currently

the Principal of Anglo-Chinese School (Independent), one of the country's premier educational institutions. His academic interests range from physiology and biochemistry to educational administration, school management, affective education, marketing schools, casual attributions for performance in the Chinese and English Language, and numerous pastoral care and careers guidance projects.

Dr Lee Ong Kim is Associate Professor in the Policy and Management 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, curriculum leadership and management.

Dr Lim Lee Hean is attached to the Policy and Management 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 Moo Swee Ngoh is Associate Professor in Policy and Management Studies. She specialises in Teacher Mentoring and Instructional Supervision. She has conducted courses and workshops in the above areas for middle-management personnel in schools: senior teachers, level and subject heads, and heads of department. Her teaching areas include developmental supervision, teacher mentoring, peer coaching, and effective teaching and classroom management. Dr Moo's current learning and developmental interests include learning organisation and systems thinking.

Ms Zoe Boon is currently seconded to the National Institute of Education, NTU and attached to the Policy and Management Studies academic group. Her teaching and leadership experience was mainly in the secondary sector before being posted as principal to Merlimau Primary School in July 1998. She obtained her Master's degree from NIE/NTU in 1991. She was also the recipient of the Ruth Wong Award and Singapore Educational Administration Society Book Prize in 1998.

Mrs Belinda Charles (BA Hons, M.Ed) is an Adjunct Assistant Professor attached to Instructional Science. A local graduate of both the University of Singapore and the National University of Singapore, she is the Principal of St Andrew's Secondary School and has been given the task of bringing the primary school, secondary school and junior college together in one campus, an unprecedented academic grouping in Singapore. She is also the protem President of the recently registered Academy of Principals (Singapore) that saw three principals' and educational administrators' associations joining forces. Mrs Charles is

science HODs through the FPDE/DDM programs for the past 15 years. She has been involved in science curriculum development, first with the CDIS, as their local consultant for the Lower Secondary Science and Normal science textbook material and more recently with SNP as a consultant for their new LSS and 'N' level Biology textbooks. Her research interests include Science Teacher Education, Thinking and Study skills in Science and the development of teaching material (curriculum) for students of lower ability ranges.

Dr Boo Hong Kwen is Associate Professor attached to the Science and Technology Education Academic Group. She has extensive experience of science education in Singapore 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 learn science. She provides consultancy services on science examinations and assessment for primary as well as secondary schools. Her research interests include use of effective teaching methods to promote student understanding and life-long learning, creativity, thinking and problem solving skills and assessment of students' learning, including alternative forms of assessment such as inter-disciplinary project work and use of portfolios.

Dr Christine Chin is an Assistant Professor in Science and Technology Education. She majored in biochemistry at NUS and the University of Toronto, and science education at the University of British Columbia and the University of Illinois at Urbana-Champaign. She teaches courses in science education to prospective and practising teachers, including science department heads. Her research interests include students' learning approaches, problem-based learning, assessment and evaluation in science, and issues related to these topics.

Dr Esther Tan has over 30 years of working experience in the fields of education and counselling, first as a secondary school teacher in Hong Kong, then as a school counsellor in Canada and, in the past 25 years, as a teacher educator in Singapore. She holds a doctorate degree from the University of Toronto, majoring in Counselling Psychology. She is an Associate Professor at the National Institute of Education where she also heads the Psychological Studies Academic Group. Dr Esther Tan has been instrumental in initiating counselling training for school teachers and postgraduate training for practising counsellors and psychologists in the field. Her research interests are in the areas of stress management, Guidance and Counselling, adolescent development, parenting and family issues. Dr Tan is also an advocate for parent education. She has conducted numerous parenting workshops and is the author of two books - *Counselling Pupils* (1983) and *Winning Ways with Teens : A practical Guide for Parents* (1997).

Dr Wong Khoon Yoong (B Sc Hons, Dip Ed, PhD) is an Associate Professor in the Mathematics and Mathematics Education Academic Group. He has been a secondary school mathematics teacher in Malaysia and a mathematics educator in Australia, Brunei Darussalam, and Singapore. He has written and co-authored several mathematics textbooks. His teaching areas include educational statistics and research methods, mathematics methods courses, and computer-based instruction. He has published and presented papers in several countries and these papers deal with mathematics instruction, comparative studies of mathematics education, and use of ICT. His previous administrative duties include head of mathematics department in a secondary school, head of

mathematics education in the former Institute of Education, and head of the Centre for Applied Research in Education at Universiti Brunei Darussalam. In the past twenty years, he had served on national committees in Malaysia, Singapore, and Brunei Darussalam on revising the mathematics curriculum in those countries.

Dr. David Hung is an Associate Professor at the National Institute of Education, Nanyang Technological University. Dr. Hung has been involved in research into the learning sciences and is one of the contributing editors of Educational Technology (Educational Technology Publications, USA). He is also the sub-dean of e-learning in NIE.

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.

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.

Dr David Yau-fai HO is Senior Fellow in the Psychological Studies Academic Group. He is committed to the enrichment of mainstream psychology derived from Asian intellectual traditions. His current interest is to explicate a relational methodological framework to account for the complexity of human thought and action. Dr Ho is the author of over a hundred contributions in psychology, psychiatry, sociology, and education. He has held professorial appointments in Hong Kong, North America, Hawaii, the Philippines, Taiwan, and mainland China. He was formerly President of the International Council of Psychologists.

Mrs Chong-Tan Geok Leng is a part-time lecturer with the Policy and Management Studies Academic Group at NIE/NTU. 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 utilised effectively and efficiently to facilitate the teaching and learning of students in schools. She obtained her Masters-in-Education from NUS in 1992.

Maha Sripathy is an Asst. Prof at the National Institute of Education. She has been involved with teacher education in Singapore and Australia and has varied classroom and industry teaching experience. She provides consultancy service to schools and organizations on education and literacy matters and conducts regular workshops for schools on parent-teacher partnerships and professional development for teachers. Her research interests focus on multiculturalism, cross-cultural communication, children's literature, writing pedagogy and

language and literacy in social context. Her other interests include working with children at risk and being actively involved in reading-writing circles.

Mr. 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.

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, 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
- Discipline and pupil management
- Staff appraisal
- Teacher professional development
- Self-management and delegation
- Group dynamics
- Change leadership
- Team building and conflict management
- Finance and resource management
- Fundamentals in counselling
- Assessment of performance and progress
- Test planning and item building
- Item calibration and banking
- Tools for school-based research
- Marketing strategy & planning for schools
- Guidance and counselling

Secondary science
Primary science
Humanities
Primary mathematics
Secondary mathematics
Information technology
Primary English
Secondary English
Physical Education
Life Sciences
Discipline

Each elective module has an academic unit rating of either 1 or 2AUs. Altogether, you must accumulate 15AUs in order to gain 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.

The programme office is compiling a list of departments worth visiting. These have been identified by principals and superintendents. You may add to the list if you have knowledge 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 produced by GPR office and select the ones you wish to visit. It is acceptable to visit other schools and departments not on the list (e.g. the overseas schools) but try to avoid those schools that are always in high demand. Once you have compiled your list of eight departments to visit (there are eight Wednesdays devoted to school visits) you must submit your list to the Associate Dean Leadership Programmes for approval. That approval is necessary, because if several groups choose the same school, the Associate Dean will make appropriate changes. Once you have received approval, you should write to the school principal requesting permission to make the visit, and indicate the 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 first week of the programme. That will give you sufficient time to discuss with your group members and with your tutor.

Participants' forums

Each tutor 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 be given one 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 utilise 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 realise 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:

- 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 and the use of diverse learning tools
- Authentic tasks promote learning
- 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 structure, lead, and manage an increasingly complex organisational phenomenon.

The dynamic learning system will be explored from a multiple and integrated framework approach. The structural considerations that are

critical to promote individual and team learning will adopt relevant organisational and assessment theory frameworks. Leading individual and team learning will use various leadership theories including theories of team learning, and team leadership. The management of individual and organisational change that is strategically linked to creating a dynamic learning system will draw upon managerial and organisational frameworks.

Learning outcomes

By the end of the module, learners will:

- Understand the concept of organisational structure that determines teaching and learning in schools
- Identify organisational structures that will enhance individual and team learning efforts
- Be familiar with assessment issues in individual and team learning
- Understand the qualitative and functional differences between leaders and managers
- Understand the fundamental issues involved in managing individual and team learning
- Know and understand the concept of personal mastery in the framework of a learning organisation
- Be able to align their personal vision with the organisation's vision
- Know the importance of dialogue and how the tool can be used
- Be familiar with emerging trends and their impact on education

Content

Dynamic Learning system framework

Principles and assumptions of organisational structure

Relationship between organisational structure and team learning

Assessment mechanisms in a dynamic learning system

Team learning

Leadership for organisational learning

Personal mastery and leadership

Managing learning system

Managing teams versus groups

Resource management

Emerging trends: Life Sciences - consequences, economic and educational impact

Resources

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

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

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

Drucker, P. F. (1999). *Management challenges for the 21st century*. New York: Harper Business.

Ng, F. S. D, Chong, K. C., & Lee, O. K. (2002). Computer simulations for e-learning: A case example of 'Organizational Structures.' *Teaching and Learning* Vol 23 No. 2.

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 representations: Group representation will also be based on the same theme as the individual portfolio. The purpose of the group representation 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

Dr Chia Tet Fatt; Dr Lee Ong Kim; Dr Low Guat Tin; Dr Lim Lee Hean; Dr David Ng Foo Seong; Dr Ng Pak Tee

Elective modules

DDM011 Curriculum Area Leadership

The modules included under this title are:

DDM011a	Guidance and counselling
DDM011b	Secondary science
DDM011c	Primary science
DDM011e	Humanities
DDM011f	Primary mathematics
DDM011g	Secondary mathematics
DDM011h	Information technology
DDM011i	Primary English
DDM011j	Secondary English
DDM011k	Physical Education
DDM011l	Life Sciences
DDM011m	Discipline

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

Participants are required to reflect critically on existing departmental practices in lesson supervision and staff professional development in instructional competences. Required readings:

Beach, D. and J. Reinhartz, (2000). *Supervision: focus on instruction*. Boston: Allyn and Bacon.

Glickman, C.D., S.P. Gordon, J.M. Ross-Gordon. (2001). *Supervision and instructional leadership: a developmental approach*. Boston: Allyn and Bacon.

Delivery

Lectures and small group work.

Assessment

An essay (1000-1500 words) outlining a framework for staff professional development in knowledge and skills of teaching based on a differentiated and developmental instructional supervision approach.

Tutor

Dr Moo Swee Ngoh

DDM013 Discipline and Pupil Management

Introduction to the module

Pupil behaviour is a central concern for schools and generally efforts have focused on behaviour management and discipline. This should only form part of a school's behaviour policy. Effective teaching and learning is more likely to take place if the school as a learning community has a whole-school behaviour policy based on a set of shared values and a positive ethos, and where all members of the community understand and work within the framework established.

This module aims to provide an opportunity for participants to gain insight into the process of developing and implementing a whole-school behaviour policy so as to help improve school behaviour.

Learning outcomes

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

- discuss critically the need for a whole-school behaviour policy;
- describe the 'multi-level view' of behaviour: individual, classroom, and school;
- recognize how aspects of the school as an organisation may influence the patterns of pupil behaviour;
- relate why improving classroom behaviour is necessary if whole-school approaches are to be effective;
- describe and discuss the frameworks for improving classroom behaviour patterns;
- identify difficult behaviour, and critically reflect on typical explanations for, and ways of working with it;
- discuss the principles of improving school behaviour and the bases for developing a framework for the whole-school behaviour policy;
- reflect critically on the process of producing and implementing a whole-school policy.

Content

A whole-school behaviour policy: *What? Why?*

School effects on behaviour: schools do make a difference

A multi-level view of behaviour: whole-school, classroom, and individual

Improvements at all three levels – a proactive approach:

Principles in improvement at the whole-school level

Frameworks for improving classroom behaviour patterns

Understanding individual behaviour

Difficult behaviour: *What is..? Why? How to..?*

Developing a 'whole-school' behaviour policy: What should be in it?

Implementing a whole-school behaviour policy: *What, How? Who? When? and Problems?*

Resources

Participants are required to reflect critically on existing school policies and practices in school discipline and pupil behaviour management. Required readings:

Lund, R. (1996), *A Whole-School Behaviour Policy: A Practical Guide*. London: Kogan Page.

Watkins, C. and Wagner, P. (2000), *Improving School Behaviour*. London: Paul Chapman Publishing Ltd.

Delivery

Lectures and small group work.

Assessment

An essay (1000-1500 words) outlining a whole-school behaviour policy framework, its development and implementation (to be based on the participant's own school).

Tutor

Dr Moo Swee Ngoh

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 appraise staff at individual, department, and school level?
- What are the processes involved in staff appraisal?
- 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 Form and Staff Appraisal Forms (Performance and Development). 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.

Case studies to ascertain the level of understanding and application of concepts learned are required as part of the assessment.

Tutor

Ms Zoe Boon

DDM015 Teacher Development

Introduction to the module

Teacher professional development is perhaps the single most important and difficult task of a department head. This is particularly true at present, when the Ministry of Education is expecting schools to be learning organisations, and Heads of Department have to take a significant role in enabling their staff to participate positively in the process. This module introduces participants to collaborative action learning because it is the professional development strategy most widely used in learning organisations. It is an on-going cycle of activities in which participants work together to reflect on their practice in order to design, implement and evaluate improvements to it. Collaborative action learning has a very wide range of applications in schools, where leaders use it to improve existing practices and processes (such as staff appraisal), to implement new initiatives (such as creativity or IT in the curriculum), and to manage school-based projects (such as increasing home support for children's education).

Learning outcomes

By the end of the module, participants will have:

- a working knowledge of action learning, and how to use it for teacher professional development, and
- their own action plan for professional development that they will be able to implement in their departments on returning to their schools.

Content

The module:

- first outlines the nature and use of the collaborative action learning cycle for on-going teacher professional development, and then
- takes participants through each step of the process in detail. The action steps include –the initial reconnaissance, and then planning, implementing, monitoring and evaluating the results of improvements.

The module also provides some practical strategies for facilitating collaborative action learning, including using feedback and critical incidents.

Resources

Lovat, T. J. and Smith, D.C. (1990) *Curriculum : action on reflection*. Wentworth Falls, N.S.W.: Social Science Press (Use the more recent 3rd edition when it is available).

Schmuck, R.A. (1998) *Practical action research for change*. Australia: Hawker Brownlow Education.

Tripp, D. (1997) *The SCOPE Program*. Education Department of WA (National Professional Development Program): Perth.

Tripp, D. (1993) *Critical Incidents in Teaching: The Development of Professional Judgement*, London and New York: Routledge.

Delivery

Workshops consisting of an introductory presentation, followed by small group activities and presentations.

Assessment

Learning log and outline strategic action plan.

Tutor

A/P David Tripp

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 school heads of department 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 school heads of department 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 in an ability-driven approach.

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:

Cope, M. (2001). Lead yourself. London: Pearson Education.

Robbins, S.P., & Coulter, M. (1999). Management (6th ed.). NJ: Prentice Hall.

Manz, C.C., & Neck, C.P. (1999). Mastering self-leadership (2nd 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

DDM017 Group Dynamics

Introduction to the module

This module begins with the exploration of possible blockages that participants as middle managers may face in life and in shouldering their responsibilities of providing leadership to groups/departments within their school. The social learning perspective of the importance of human reliance on groups, group theories and group norms will be discussed. In addition, the characteristics, dynamics and the developmental stages that the group or department they lead in schools will be examined with a view to improving the performance of the group/department concerned.

Learning outcomes

By the end of the module, you will:

- understand possible blockages in your personal management and development
- work out an action plan to improve in your management of self and group or department
- understand the importance, characteristics and dynamics of groups
- be able to identify the development stage that the group or department you are leading is in and recommend ways of improving group/department performance

Content

Blockages to Personal Management

Develop Action Plan to remove blockages to improve self-management/group management

Definition of a group and its characteristics

Dynamics and factors governing the performance of groups including leadership, communication, composition and roles

Group Theories – a brief review of different group theories

Stages of Group Development

Application of group theory and stages of group development in the school context

Resources

Francis, D & Woodcock, M (1996) *the New Unblocked Manager*. Gower Publishing Limited, England.

Tuckman B.W. (1965) Development Sequence in small Groups, *Psychological Bulletin* (63), pp 284-499

Johnson, D.W. & Johnson, F.P. (2000). Joining together: group theory and group skills (7th Ed.). Needham Heights, MA: Allyn and Bacon.

Delivery

Seminars, discussions, small group work, individual and group presentations.

Assessment

A short individual submission (1500 words) on lessons learnt and applications made in the context as departmental managers.

Tutor

Dr Ong Teck Chin

DDM019 Change Leadership

Introduction to the module

Leading change is a process that involves building a bridge between vision and action. Leaders often try to implement change without paying sufficient attention to strategic ways to lead change. In most situations, people do not readily accept change instead they often resist change. In this module, you will get to examine and test your own assumptions of leading change. You will also learn strategic ways to overcome resistance and to lead change as suggested in the literature and research on leading change. Change leadership will be taught through a combination of a problem-based approach and the use of a computer simulation. The computer simulation tool will simulate organisational change. You will have the opportunity to try out real life strategies for changing policies and practices in a simulated school system complete with administration, teaching staff, and members of the community.

Learning outcomes

In this module, you will:

- Understand personal, political and structural issues that influence the implementation of change;
- Develop and apply strategies for implementing organisational change;
- Identify personal and organisational obstacles to change and develop strategies for overcoming obstacles to change;
- Be able to work effectively as part of a team in implementing organisational change.

Content

Changing context of organisations

Factors influencing change

Obstacles to change

Assumptions about change

Practical strategies for change

Resources

Kotter, J. (1996). Leading change. Boston, MA: Harvard Business School Press.

Hall, G. & Hord, S. (1987). Change in schools. Albany, NY: SUNY Press, Chapters Three (pp. 52-79), Four (pp. 80-106).

O'Toole, J. (1995). Leading change. San Francisco: Jossey-Bass, Chapter seven: Change Revisited (pp. 153-170), Chapter thirteen: The ideology of comfort (pp. 239-254).

Ng, F. S. D, Hallinger, P. (2002). Challenging the mental models of school leadership: Insights from a computer simulation.

Delivery

Problem-based learning, computer simulation, directed readings.

Assessment

Individual paper of 1,000 words and team performance indicators (simulation results)

Tutor

Dr David Ng Foo Seong

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

Main Text:

Luthans, F. (2002). *Organizational Behavior*, 9th ed., Boston, MA: McGraw-Hill.

Reference Text:

Greenberg, J. (2002). *Managing Behavior in Organizations*, 3rd ed., Upper Saddle River, NJ: Prentice-Hall.

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

Each participant will be required to review a journal article. A 2000 word (max.) assignment with double-spacing is strongly encouraged, but longer papers will not be penalized unless they are found to be unnecessarily wordy. This review should include a maximum one-page summary of the article.

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.

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

- 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
- Counselling strategies in cultural context (with emphasis on Singapore)

Resources

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

Basic principles of educational psychology will be followed. 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. Participants are encouraged to contact the tutor via email or see him in person.

Assessment

60% assignment (1 personal journal OR case study of about 1,000 words integrating reading materials, class learning and everyday experiences)

40% presentation, participation and contribution to class learning

Tutor

Dr David Y. F. HO

DDM023 Assessment of performance and progress

Introduction to the module

Very often, teachers look at students' scores from tests and attempt to make sense out of it by making some norm-referenced interpretations. This course considers how such norm-referencing can be made if it is important to have them for certain purposes of testing. Standardized score will be explained and the normal curve will be used to show how normalized standard scores are obtained. From these, it will be shown how "derived scores" including percentile ranks, T-scores, and stannines are obtained and how they are used to interpret students' performance on tests. Participants will be involved in small discussions groups and assessment will be through an individual essay-type assignment paper.

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

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 and a written test.

Tutor

Dr Lee Ong Kim

DDM024 Test Planning and Item Building

Introduction to the module

This course discusses the planning of tests through the construction of test blueprints (table of specifications). It takes a look at the "do's" and "don't's" of item-building and what to look out for in the construction of good functioning test items for a given purpose of assessment in schools. The types of tests that will be considered are essay tests and objective tests which include short-answer type, matching items, true-false and multiple-choice items. This module also covers the construction of rubrics for the assessment of Interdisciplinary Project Work (IPW). Participants will be involved in discussions, workshops and presentations. The assessment for this course will be through individual reflection papers.

Learning outcomes

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

- construct a blueprint in the planning of a school assessment
- construct essay items, short answer questions, true-false items, matching items, and multiple-choice questions
- identify weaknesses in each type of test items and improve on them
- plan a rubric for assessing Interdisciplinary Project Work

Content

Planning a test; constructing essay-type items; scoring essay tests: analytical versus holistic scoring; constructing objective-type test items: short answers, true-false, matching, multiple-choice

Planning assessment rubrics for Interdisciplinary Project Work

Resources

Murphy, K. R. & Davidshofer, C. O. (2001). *Psychological testing: Principles and applications* (5th ed) London: Prentice Hall.

<http://www.testpublishers.org/question.htm>

Delivery

Lectures, small group workshop, presentations.

Assessment

Written essay on a given topic and a short test.

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.

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

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

Other Reference Texts:

Bateson, J. (1999). Managing Service Marketing, 4th ed., Fort Worth, TX: Dryden Press

Cravens, D. (1997). Strategic Marketing, 5th edition, Chicago, IL: Irwin.

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

DDM029 Stress Reduction for Teachers: Developing a Therapeutic School Community

Introduction to the module

Teachers are under tremendous pressure at work from varied sources nowadays. In many cases, they experience stress levels high enough to have serious adverse consequences for their ability to function effectively as teachers and, more generally, their mental health. If untreated, burnt-out symptoms may appear, leading perhaps even to dropping out.

Measures to reduce stress and to prevent burnt-out symptoms are, therefore, necessary.

The proposed module aims to promote mental health through the development of a therapeutic school community. It goes beyond the usual psychological approaches to stress reduction that are based on intervention at the level of the individual. It articulates a systemic strategy for milieu change. In particular, it demonstrates how leaders may create conditions for collective, participatory efforts towards the realization of a common goal—making the school environment a more rewarding place in which to work.

Learning outcomes

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

- Understand what stress is
- Identify some of the causes of stress
- Practise stress-management techniques
- Help to reduce stress levels at work
- Relate more synergistically with colleagues

Content

- Understanding stress
- Symptoms of stress and burnt-out
- Sources of stress
- Managing and thriving on stress
- Conflict resolution and enhancement of interpersonal relations
- Development of a therapeutic school community

Resources

Cranwell-Ward, J. (1990). *Thriving on stress*. London: Routledge.

Delivery

Basic principles of educational psychology will be followed. Participants are expected to be active seekers, not passive recipients, of knowledge and to participate actively in collective learning. Emphasis is placed on experiential learning and applications of knowledge acquired. Assigned materials should be read before coming to class. Participants are encouraged to contact the tutor via email or see him in person.

Assessment

60% assignment (1 personal journal OR case study of about 1,000 words integrating reading materials, class learning and everyday experiences)

40% presentation, participation and contribution to class learning

Tutor

Dr David Y. F. HO

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.