

Exams

Handbook for the
Further Professional
Diploma in Education
(FPDE)

(Term 85 (1985))

introduced Nov 85

(Term 86 (1986))



INSTITUTE OF EDUCATION

Handbook for the

FURTHER PROFESSIONAL DIPLOMA IN EDUCATION PROGRAMME

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P R E F A C E

- 1 The Further Professional Diploma in Education Programme (FPDE) is intended to prepare subject specialist teachers for the role of Heads of Departments in the secondary school. This handbook sets out the framework for the FPDE Programme and its constituent courses of study.
- 2 The 600-hour FPDE Programme emphasises 4 areas of concern. Management Studies (120 hours) is designed to equip prospective heads of departments in schools with the pre-requisite managerial and supervisory skills. Curriculum Studies (210 hours) focus on trends and issues in secondary education, disciplined-based studies and the hidden curriculum. The Practicum (120 hours) provides training in supervision, actual practice of supervising classroom teaching and a period of school attachment for opportunities to work collaboratively with Heads of Departments in schools in the management and implementation of programmes. Educational Studies (150 hours), designed to equip participants with the skills and empirical framework for wanting to bring about desirable change to enhance instruction and student performance, is also intended for participants to develop a better understanding of the learning problems of slow learners.
- 3 The management of curriculum implementation in cognate areas permeates across all the courses of study. It is the theme that integrates the different aspects of the courses of study. It is concerned with the roles, tasks, skills and responsibilities of Heads of Department in planning, monitoring and evaluating the curriculum in cognate areas.
- 4 As far as possible the programme emphasises the practical demands on the expectations of the Head of Department. In addition to the school-based training and the conduct of classroom-based research, attention is also directed at the value-orientation of the trainees towards their new leadership roles. For this purpose, trainees are required to participate actively in the class deliberations and seminar presentations relating to both policies and issues in curriculum at the macro-level and planning and implementation at the school level.

- 5 The programme of study will be assessed by a combination of a written examination and the submission of written course assignments as set out in Table 2, page 7.
- 6 For further information about the courses of study, admission requirements and fees, please send your enquiries to the Head of Student Affairs, Institute of Education.

THE SCHOOL OF EDUCATION
AND DEVELOPMENT STUDIES
INSTITUTE OF EDUCATION
469 BUKIT TIMAH ROAD
SINGAPORE 1025

NOVEMBER 1984

FURTHER PROFESSIONAL DIPLOMA IN EDUCATION (FPDE) PROGRAMME

INTRODUCTION

The FPDE Programme is designed to prepare experienced graduate subject specialist teachers for the post of Head of Department in Secondary Schools and Junior Colleges. It is a one year full-time programme that leads to the award of the Further Professional Diploma in Education.

RATIONALE

The conceptualisation of the Programme has been guided by the following rationale and assumptions about departmental framework in schools and the role of the Heads of Departments.

- (i) The transition from a subject teacher specialist or senior subject teacher to a Head of Department requires the aspiring departmental head to assume the role of an instructional or professional leader in the curriculum area(s) under his charge to produce the most effective, personal and vigorous teaching of the subjects to meet the needs of the students.
- (ii) The kind as well as the quality of subject teaching in a school depends on the way the Head of Department manages, motivates or provides professional support to his team of teachers.
- (iii) Theories and attitudes to the teaching of particular subjects in isolation are themselves not enough. A departmental framework is needed to adjust and implement these theories.
- (iv) Given the participants' many years of teaching experience in specialised areas, the Programme will use their relevant areas of knowledge and experiences to ensure a more practice and practitioner-oriented training.

PROGRAMME OBJECTIVES

The Programme aims to provide participants with the knowledge, skills and practical experience so as to be more effective as Heads of Departments in the Schools or Junior Colleges. In particular, the FPDE Programme is designed:

- (i) to prepare the experienced teachers to plan, implement, manage and evaluate instructional programmes in their area of subject specialisation,

- (ii) to alert participants to current development and issues that are pertinent to the effective implementation of curriculum and instructional changes in their subject areas as Department Heads, and;
- (iii) to offer direct practical experience in both programme management and in the supervision and guidance of teachers at work.

PROGRAMME STRUCTURE AND SCHEDULE

The four main areas of study are directed at :-

- (i) Management Studies (120 hours)
- (ii) Curriculum Studies (210 hours)
- (iii) Practicum (120 hours)
- (iv) Educational Studies (150 hours)

Details of the programme structure and schedule are given in Table 1.

DESCRIPTION OF AREAS OF STUDY

The FPDE Programme has four main areas of study which are offered to equip the participant with the knowledge, skills and understanding in his role as an instructional leader for the teaching of the subject(s) under his charge.

- (i) MANAGEMENT STUDIES are directed as the Management of School-based Programme Implementation within the context of effective School Organisation and Department Management. This area of study is designed to equip prospective heads of departments in schools with the pre-requisite managerial and supervisory skills in the following areas :
 - (a) developing staff potential
 - (b) managing and implementing school-based programme
 - (c) utilising appropriate leadership and human relations skills in the motivation of staff
 - (d) supervising and appraising staff

TABLE 1 : STRUCTURE AND SCHEDULE OF THE FPDE PROGRAMME (JAN 1985 TO DEC 1985)

Areas of Study/Courses		No. to be taken	No. of hours	Jan Semester 85			Jul Semester 85		Mode of Assessment
				Term 1	Term 2	Term 3	Term 4	Term 5	
1 MANAGEMENT STUDIES									
1.1	School Organisation and Department Management	1	60	30	15	15	-	-	Examination
1.2	Management of School-Based Programme Implementation	1	60	30	15	15	-	-	Assignment
2 CURRICULUM STUDIES									
2.1	Current Trends and Issues in Secondary Curriculum and Instruction	1	60	-	-	30	30		Oral Presentation and Assignment
2.2	Co-ordinating Secondary Curriculum Implementation and Evaluation in Cognate Areas in one of the following Departments : Subject Grouping Department : English, Literature, GP Language - 1 : Chinese, Malay, Tamil Language - 2 : Mathematics Mathematics : Physics, Chemistry, Biology, etc. Science : History, Geography, Economics, Commerce, Accounting, Management, Moral Education Humanities : Music, Physical Education, ECA Aesthetics : Art & Craft, Home Economics, Technical Subjects Craft and Technology : Library, AVA Library/Resources	1	120	30	30	30	30		Assignment
2.3	Moral Education	1	30	-	-	-	30		Assignment
3 PRACTICUM									
3.1	Supervision of Teaching/Programme with full-time school attachment	1	120	40	-	80	-	-	Progress Rating and Report
4 EDUCATIONAL STUDIES									
4.1	Classroom-Based Research	1	30	-	30	-	-	-	Assignment
4.2	Developing a Programme for Slow Learning Pupils	1	120	30	60	-	30		Assignment
Total		8	600	160	150	170	120		

Footnote: In addition to the formal course work, students will be required to take part actively in occasional tasks and seminars, as and when / see are arranged. This may amount to 30 hours.

Tentative Completion Date : 30 August 1985.

- (e) developing appropriate strategies for problem solving and decision making
- (f) utilising the non-human resources of the school
- (ii) CURRICULUM STUDIES is focussed on three areas :
 - (a) Current Trends and Issues in Secondary School Curriculum and Instruction (60 hours)
 - (b) Co-ordinating Secondary/Pre-U Curriculum Implementation and Evaluation in Cognate Areas in one of the proposed departments (120 hours), and
 - (c) Moral Education (30 hours).

The current trends and issues component is intended :

- ° to provide aspiring Heads of Departments with the knowledge and insights regarding curriculum issues in Singapore that will enable them to understand and appreciate the nature of policy decisions on curriculum,
- ° to enable them as key disciplinary leaders in Singapore schools to develop the quality of subject teaching,
- ° to appreciate that some curriculum issues cut across disciplines and that the success of the school's curriculum programme depends upon support and active collaboration from all Heads of Departments, and
- ° to provide efficient leadership to assist, motivate and monitor staff under his charge.

In this component on Co-ordinating Secondary/Pre-U Curriculum Implementation and Evaluation in Cognate Areas, participants will undertake disciplined-based studies following the departmental subject groupings proposed by the Ministry of Education. In order for department heads to provide instructional leadership and professional guidance to their teachers, this component of the CURRICULUM STUDIES emphasises curriculum tasks such as :-

- ° restructuring of syllabuses to match pupil learning abilities and levels
- ° selection, use and evaluation of textbooks, testbooks and teaching aids
- ° suggestion of teaching strategies for different clusters of concepts and principles

- ° supervising staff and school-based studies
- ° integrating concepts or principles across syllabuses
- ° evaluating units of lessons and whole programme
- ° working out remedial strategies
- ° organising classes for remediation or effective learning
- ° appraisal of department in its professional work

The Moral Education component of the Curriculum Studies area provides focus on the creation of a total moral environment in the school. It also emphasises the hidden curriculum and explains to the prospective heads of departments how each subject head can bring about value education through the teaching of the various subjects.

The Practicum has two components : practice supervision of classroom teaching and training for the role of a Head of Department during the school attachment period. In the practice supervision component, participants will be exposed to a series of training workshops to acquire microsupervision skills before their macrosupervision of Diploma-in-Education trainees. The participants will initially observe the practice teaching of Dip-Ed students during their Teaching Practice-2. Later, he will co-supervise the teaching of graduate trainees with the Dip-Ed Practicum supervisor before supervising a few lessons on his own. The school attachment component of the Practicum provides opportunities for participants to work collaboratively with Heads of Departments in schools in the management and implementation of educational programmes, especially at the level of classroom-based action with the subject teachers. As part of their training to be a Head of Department participants will also work with co-operating Heads of Departments on certain negotiated tasks.

- (iii) EDUCATIONAL STUDIES consist of two courses intended to equip participants with the skills and empirical framework for wanting to bring about desirable change or improvement through school-based studies or working with alterable variables to enhance instruction and student performance. These courses are also intended for the professional development of participants. Classroom-Based Research (30 hours) introduces participants to research design and action studies. Developing a Programme for Slow Learning Pupils integrates relevant content areas from pedagogy, psychology of learning and sociology, and focuses on the pupil, nature of learning problems, diagnosis, treatment and prognosis of learning problems, and intervention/remediation programmes.

This course is intended for participants to develop a better understanding of learning problems faced by the large numbers of secondary school students in the Normal Stream and to challenge them to the kinds of intervention programmes and activities they can do with their teachers to improve student performance.

ASSESSMENT

Participants are required to attend and pass all the courses that comprise this Programme. The participants' performance will be assessed by a written examination, and by means of course assignments, such as essays, short academic papers, seminar reports, case-study reports, and the report of performance for the school attachment. Participants will qualify for the award of the Further Professional Diploma in Education only on satisfactory completion and performance in all components of the respective programmes.

ENTRY REQUIREMENTS

Participants for the FPDE Programme are normally selected and sponsored by the Ministry of Education. They should hold the Diploma-in-Education of the Institute of Education or equivalent professional qualification and preferably have a minimum of three years trained teaching experience. They should also have a good record of teaching performance.

MANAGEMENT STUDIES

- COURSE TITLE : SCHOOL ORGANISATION AND DEPARTMENT MANAGEMENT
- DURATION : 60 Hours
- LECTURERS/DEPT : Mr John Ussher
Dr Wee Joo Liat
Department of Educational Administration
and Development Studies
- RATIONALE : The course is based on the needs of the head of department in the secondary school in Singapore. The participants will have, in addition to classroom teaching, the responsibility for managing the departments they head. Emphasis will be placed on the need and ability to work with people in order to achieve the effective implementation of instructional programmes.
- COURSE OBJECTIVES : (a) To analyse the roles, skills, and responsibilities of the department head as a manager
- (b) To examine the social and psychological factors that influence the behaviour of people at work
- (c) To examine ways that the head of department can use to bring out effectiveness and greater efficiency in his staff
- (d) To develop a range of human relationship skills in decision-making, communication, team-building, adult motivation, and conflict resolution, in order to build up an effective and a more efficient department
- COURSE CONTENT : 1 Management behaviour
- 1.1 Belief systems and management styles
- 1.2 Problem solving and decision making

MEMORANDUM

FROM : CNDUP
DATE : 28/7/68

TO : Mrs. Lucy Lee
10/7/68

Re note 15th confirm my
letter please correspond with you about date
of the GDM exam in the DDC Programme.

Exam date: Tuesday 26 Sept 68

Time: 9.00 - 12 noon

Thank you

CNDUP

STRUCTURE AND SCHEDULE OF THE FPDE PROGRAMME (JAN 1986 TO DEC 1986)

Areas of Study/Courses	No. to be taken	No. of hours	Jan Semester 86		Jul Semester 86		Mode of Assessment
			Term 1	Term 2	Term 3	Term 4	
1 MANAGEMENT STUDIES							
1.1 School Organisation and Department Management	1	60	30	15	15	-	19 Sept. Examination
1.2 Management of School-Based Programme Implementation	1	60	30	15	15	-	Assignment 30 Sept.
2 CURRICULUM STUDIES							
2.1 Current Trends and Issues in Secondary Curriculum and Instruction	1	60	-	-	30	30	Oral Presentation and Assignment
2.2 Co-ordinating Secondary Curriculum Implementation and Evaluation in Cognate Areas in one of the following Departments :							
<u>Department</u> <u>Subject Grouping</u>							
o Language - 1 : English, Literature, GP	1	120	30	30	30	30	Assignment
o Language - 2 : Chinese, Malay, Tamil							
o Mathematics : Mathematics							
o Science : Phys, Chem, Bio, etc.							
o Humanities : Hist, Geog, Econ, Com, Acc, Mgt, Moral Ed							
o Aesthetics : Music, PE, ECA							
o Craft and Technology: Art & Craft, Home Econ, Tech Subjs							
o Library/Resources : Library, AVA							
2.3 Moral Education	1	30	-	-	-	30	Assignment Dec 12
3 PRACTICUM							
3.1 Supervision of Teaching/Programme with full-time school attachment	1	120	40	-	80	-	Progress Rating and Report
4 EDUCATIONAL STUDIES							
4.1 Classroom-Based Research	1	30	-	30	-	-	Assignment
4.2 Developing a Programme for Slow Learning Pupils	1	120	30	60	-	30	Assignment
5 Microcomputer Appreciation Course						15	Project
Total	8	600	160	150	170	135	

Footnote: In addition to the formal course work, students will be required to take part actively in occasional talks and seminars, as and when these are arranged. This may amount to 30 hours.

Tentative Examination Date - 29 August 1986.

26 Sept 86 (0900-1200hs)

Courses	Term I			Term II		Term III			Term IV			
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
School Organisation and Department Management								Examination 30 August 18	16 Sep 18			
Management of School-based Programme Implementation								Assignment September				
Current Trends and Issues in Secondary Curriculum and Instruction											Oral Presentation & Assignment December	
Co-ordinating Secondary Curriculum Implementation and Evaluation in Cognate Areas in one of the following Departments : Language 1 Language 2 Mathematics Sciences Humanities Aesthetics Craft and Technology Library and Resources											Assignment December	
Moral Education											Assignment	
Practicum								Formal Training Report September				
Classroom-based Research					Assignment June							
Developing a Programme for Slow Learning Pupils											Assignment December	

The deadline for the assignments will be one month before the end of each of the 4 different terms.
The exact examination date in the month will be duly announced.

- 1.3 Leadership
- 2 Interpersonal relationships
 - 2.1 Adult motivation
 - 2.2 Skills in human relations
 - 2.3 Communications
- 3 School environments
 - 3.1 School climate
 - 3.2 Staff morale
 - 3.3 Social, economic and political factors which affect the schools

ASSESSMENT : For the assessment, the participants will sit for a written examination.

COURSE TITLE : MANAGEMENT OF SCHOOL-BASED PROGRAMME IMPLEMENTATION

DURATION : 60 Hours

LECTURERS/DEPT : Mr John Ussher
Dr Wee Joo Liat
Department of Educational Administration
and Development Studies

RATIONALE : Heads of Departments in secondary schools in Singapore fulfil a number of roles. They are required to plan, coordinate, and implement the programme of instruction in their subject areas. They need to develop appropriate teaching strategies and train their staff to apply them effectively and efficiently. This involves supervising the teachers assigned to their subject areas and evaluating the programmes for which the department heads are responsible. Finally, they are required to serve as advisers to the principal and vice-principal on the subjects under their jurisdiction.

COURSE OBJECTIVES : (a) To set up programme objectives in the department heads' subject areas

(b) To coordinate the planning of instruction in their subject areas, in order to achieve these programme objectives more efficiently

(c) To plan and organise school-based workshops and short courses for members of their department

COURSE CONTENT : 1 Planning

1.1 Three-year rolling plan in one subject area

1.2 One-year work plan in one subject area

1.3 Specific instructional objectives in one subject area

2 Organising

- 2.1 Implementation of the programme through the use of the Professional Development Consultation Cycle
- 2.2 Negotiation skills, job analysis, delegation, objective and target setting, and reviewing
- 2.3 Utilisation of non-human resources (time, money, materials, and space)

3 Staff development

- 3.1 Developmental supervision
- 3.2 Staff deployment
- 3.3 School-based workshops

4 Controlling

- 4.1 Staff appraisal
- 4.2 Programme evaluation

ASSESSMENT : For assessment, participants will undertake one practical assignment related to their school attachment. The assignment requires them to use such skills as : goal setting and planning, delegation and job analysis, team leadership, feedback and evaluation. This assignment is the first step in a management cycle known as the Professional Development Consultation Cycle which is based on management by objectives.

CURRICULUM STUDIES

- COURSE TITLE : CURRENT TRENDS AND ISSUES IN SECONDARY SCHOOL CURRICULUM AND INSTRUCTION
- DURATION : 60 Hours
- LECTURERS/DEPT : Staff from the
School of Foundation Studies
School of Art and Language Studies
School of Science and Vocational Studies, and
School of Education and Development Studies
- RATIONALE : Heads of Departments must know and understand contemporary issues and trends in curriculum so as to enable them to implement and monitor curriculum changes competently, seek out effective instructional strategies and better manage their curriculum responsibilities.
- COURSE OBJECTIVES : It is intended that participants -
- 1 will be enabled via the knowledge and insights provided by the course on curriculum issues to appreciate the nature of policy decisions on curriculum,
 - 2 understand contemporary trends in curriculum and develop a desire to improve the quality of subject teaching in Singapore schools, and
 - 3 appreciate that some curriculum issues cut across disciplines and that the success of the school's curriculum programme depends upon support and active collaboration from all Heads of Departments.
- COURSE CONTENT : Topic areas :
- ° Issues in Language across the Curriculum
 - ° Issues in Discipline Integration (Integrated Studies)

- ° Issues in Assessment
- ° Issues in Curriculum Access
- ° Teacher Subject Specialisation and Teaching Area
- ° Affective Content (Art, Music, Literature) and teaching to an Examination Syllabus
- ° Innovative Teaching Strategies: Computers, Language Labs, Field Trips, Performance/ Practice in Art/Music
- ° Place of Technology in Education
- ° Issues on Personnel Assessment Strategies (Open Appraisal)
- ° Discipline Professionalisation
- ° Schools, School Executive Committee and School Advisory Committee
- ° Institutionalised Curriculum Materials Production (CDIS)
- ° Issues in the evaluation of curriculum effectiveness during school appraisal

ASSESSMENT

- : Participants are required to make an oral presentation of a topic. The presentation would be judged on the research, organisation, relevance, clarity of argument, summing up and delivery (60%). Participants are also required to prepare a written submission based on his presentation and ensuing discussion of the topic (40%).

- COURSE TITLE : LANGUAGE 1 (English Language & Literature;
General Paper)
- DURATION : 120 Hours
- LECTURERS/DEPT : Mrs Shirley Lim
Mr Dudley de Souza
Department of English Studies
- RATIONALE : It is assumed that the great majority of participants attending this course will have done Literature up to general degree, if not honours level. Consequently, the Literature component does not contain a section on Theoretical Foundations and the focus is on Language and Applied Linguistics, since these subjects are still very new at NUS and it would seem unlikely that any of the participants would have done a course in this subject. It is now generally accepted that the findings of Applied Linguistics have great relevance and use for language teachers and supervisors and a study of this subject will be done with a view of its relevance in developing and assessing the programmes and syllabuses in the school system. The study of the developments in Language and Literature methodology is of value since it will help to provide a necessary perspective of the teaching situation and the possibilities of developing or adopting new and more effective programmes and methods of teaching.
- An understanding of the theoretical issues and constructs in language and literature teaching will lead to clearer directions in the administrative and organisational aspects of the work of the Head of the Department.
- COURSE OBJECTIVES : The objectives of this course are :-
- (a) to provide participants with a theoretical foundation in Applied Linguistics so that they will be able to make use of this knowledge to obtain a better perspective

of the language teaching situation in their school and to find effective and informed solutions to their problems.

- (b) to provide them with a knowledge of the developments in Language and Literature teaching so that they will be able to improve their own methods of teaching and provide guidance to the teachers under their supervision on pedagogical matters.
- (c) to provide participants with knowledge in planning, managing, supervising, testing, evaluating and developing the Language, General Paper and Literature programmes in their schools, their resources and the teachers in their departments.

COURSE CONTENT : LANGUAGE

To enable participants to establish a clear overview of the issues, trends and developments in the study and teaching of the English Language, the following areas will be discussed, focusing on aspects relevant to the language programme in secondary schools and junior colleges.

1 Theoretical Foundations

1.1 Language

- (a) How it is viewed
- (b) Its functions
- (c) Its variability (Sociolinguistic perspectives)
- (d) Its symbolic system

1.2 Language Acquisition

Psycholinguistic theories of how language is acquired and learned, particularly those of B.F. Skinner, N. Chomsky and S.D. Krashen.

1.3 Pedagogic grammars, particularly Structural and Reference Grammars.

1.4 Some techniques of Applied Linguistics :

- (a) Contrastive Analysis
- (b) Error Analysis
- (c) Discourse Analysis

1.5 Approaches, Methods and Techniques in Language Teaching

1.6 Types of Syllabus

2 Developments in Methodology - Language

2.1 Language Teaching Theories that give rise to Single Method Concepts such as

- (a) The Grammar-translation Method
- (b) The Direct Method
- (c) The Reading Method
- (d) The Audio-lingual Method
- (e) The Audio-visual Method
- (f) The Cognitive Method
- (g) New methods such as the Silent Way, Community Language Learning, Suggestopedia, etc
- (f) The Communicative Approach

2.2 New developments in the teaching of Language skills :-

- (a) Listening
- (b) Reading
- (c) Writing
- (d) Speaking
- (e) The teaching of grammar
- (f) The teaching of vocabulary

2.3 The teaching of slow learners

2.4 The teaching of the General Paper

3 Administrative and Organisational Aspects

3.1 The planning and implementation of a programme of instruction :

3.1.1 Planning

- (a) Planning and conducting a Needs Analysis

- (b) Drawing up the curriculum, syllabuses and schemes of work based on the findings of the needs analysis. Specifying instructional objectives.
- (c) Choosing suitable textbooks and ancillary materials - criteria, sources, instruments.
- (d) Time-tabling, grouping, programme scheduling, workload allocation and specification

3.1.2 Managing

- (a) Resources - Optimising the use of hardware such as :-
 - Language laboratories
 - Overhead projectors
 - Cassette tape recorders
 - Video tape recorders
 - Slide and film projectors
 - Micro-computersDeveloping and using software for these equipment.
Developing classroom teaching and individualised materials.
- (b) Teachers
 - Upgrading through planned change
 - Utilising manpower resources, co-ordinating etc.

3.1.3 Supervising

- (a) Language teaching. Criteria and methods for assessing teachers and lessons observed.
- (b) Giving guidance to teachers.

3.2 To enable participants to develop evaluation strategies and instruments to assess learning effectiveness the course will include :

3.2.1 Testing and Evaluation

- (a) Testing
 - Clarifying the objectives of tests

- Choosing valid and reliable instruments
- Preparing pre-testing and modifying global and discrete item tests
- Marking essay-type questions
- Using more accurate grading systems, moderating, etc.
- Setting and vetting examination questions
- (b) Evaluating the effectiveness of the school's language and programme, textbooks and other resources

3.2.2 Developing

- (a) Resources
 - Building a teacher's resource centre
 - Building a students' self-access centre
- (b) Teachers. Methods of developing the professional skills and expertise of the staff
- (c) Special Programmes. eg. A Speech Improvement Programme, a Reading Programme, a Listening Comprehension Programme, a Programme for Slow Learners, Remedial Programmes, and Enrichment Programmes

LITERATURE

This component aims at preparing experienced graduate subject specialist teachers :

- (a) to identify the role and function of literature teaching in the context of the secondary school and junior colleges
- (b) to select and plan the most suitable strategies for teaching literature in the above-mentioned context
- (c) to choose suitable literature texts according to explicitly expressed text selection criteria and select appropriate supportive aids for the teaching of these texts

- (d) to help identify problems and develop problem-solving strategies in literature teaching
- (e) to acquire further information on the assessment of literature learning as well as develop appropriate testing devices relevant to the secondary school and junior college situation.

Content Area (Literature) :

- 1 The role and function of literature teaching in the secondary school and junior college
- 2 Diagnosis of problems in the teaching of literature; literature teaching surveys
- 3 Text selection issues :
 - Defining criteria of selection
 - Reviewing books for the curriculum
 - MOE's list of approval texts
 - Syllabus versus appreciation
- 4 Utilising supportive aids for literature teaching:
 - Diagrammatic representation
 - Using and developing resources
- 5 Preparation for the Examinations:
 - GCE 'O' & 'A' levels; analysis of questions and discussion of examiners' reports
- 6 Evaluating literature learning:
 - Testing procedures
 - Test Construction
 - Marking test papers
- 7 Directed reading on contemporary issues in literature learning and theories of literary response.

ASSESSMENT : Course members will submit two assignments, one in the area of Language and another in the area Literature. Lists of assignment topics will be provided during the Course.

- COURSE TITLE : LANGUAGE 2 (Chinese, Malay, Tamil)
- DURATION : 120 Hours
- LECTURERS/DEPT : Dr Chew Cheng Hai
Mr Suratman Markasan
Mr S Dheivanayagam
Department of Asian Language Studies
- RATIONALE : Heads of Departments of Language-2 in a secondary school must have the knowledge and supervisory skills in the area. The course will help them to implement and evaluate a programme of instruction based on the secondary school syllabuses and the recent developments in the curriculum for L2. The course will also familiarise the participants with the various instructional strategies and resources to enable them to guide their colleagues.
- COURSE OBJECTIVES : The objectives of this course are :
- (a) to familiarise participants with current developments in secondary education, with special reference to curriculum matters that affect classroom teaching and learning of L2.
 - (b) to discuss with participants their responsibilities as Head of Language-2 in secondary schools and junior colleges on :
 - ° the planning and implementation of the L2 programme of instruction;
 - ° the development and use of appropriate teaching approaches, strategies, including a remedial and enrichment programme for teaching in L2;
 - ° the monitoring of the L2 programme of instruction;
 - ° the evaluation of the total L2 programme in the school/college;

- the selection and organisation of instructional materials;
- the identification and development of school-based problem-solving strategies with reference to L2 teaching;
- the supervision and professional development of L2 teachers;
- the vetting and moderation of test and examination papers in L2.

- COURSE CONTENT : 1 Introduction to linguistic theories and language teaching.
- 2 Implementation of the L2 syllabus for secondary schools/junior colleges :
- planning and implementation
 - examination of CDIS textbooks
 - monitoring and evaluation
- 3 Methods in Language-2 teaching :
- developing aural skills
 - developing reading skills
 - teaching of comprehension (oral and written)
 - teaching of composition
 - teaching of grammar
- 4 Testing in Language-2 :
- purposes of language testing and the characteristics of a good test
 - how to assess classroom tests constructed by L2 teachers
 - how to work out the marking schemes for the various tests, especially the integrative language test

- how to help L2 teachers to analyse test results using descriptive statistics for instructional and administrative purposes
- how to help L2 teachers plan an individual remedial teaching programme based on the feedback from test results

5 Remedial language teaching :

- diagnosis of language learning difficulties
- teaching strategies in remedial programmes
- assessment of the effectiveness of remedial programmes

6 Staff development and school-based study :

- publications on the teaching of L2
- in-service courses and other courses/ programmes available
- school-based workshops
- school-based study

ASSESSMENT : One assignment :

A critical evaluation of the teaching of either Chinese, Malay or Tamil in a secondary school/ junior college.

Or

A critical evaluation of the L2 programme either Chinese, Malay or Tamil in a secondary school/ junior college.

COURSE TITLE : MATHEMATICS

Duration : 120 hours

Lecturers/Dept : Dr L R Booth
Mr Fong Ho Kheng
Department of Mathematics and Computer Studies

RATIONALE : It is expected that the heads of department of schools will be engaged in curriculum planning, organisation, delegation, co-ordination, evaluation and provision of advice to subject teachers. In such leadership roles, the participants are required to acquire skills in making appropriate decisions and implementation.

COURSE OBJECTIVES : The aim of the course is to prepare participants to take a leadership role in the supervision of mathematics programmes in a variety of settings. As a result of undertaking this course, the participants should be able :

- (a) to acquire relevant knowledge to be a skillful mathematics supervisor (head) in a variety of programmes;
- (b) to understand the processes involved in the development or revision of an instructional programme;
- (c) to initiate, organise and evaluate effectively programmes and projects in mathematics for pupils;
- (d) to acquire leadership skills and co-ordinate programmes with other subject teachers;
- (e) to evaluate, manage and supervise programmes in mathematics;
- (f) to understand the current trends and issues of teaching and learning of secondary mathematics;

- (g) to plan and conduct seminars/workshops for updating the knowledge and skills of mathematics teachers; and
- (h) to acquire expertise in the use of micro-computer in CAI, management, decision making and implementation.

- Course Content : 1 Current trends and issues of teaching and learning of secondary mathematics
- 2 Problems and needs of teaching and learning of secondary mathematics
 - 3 Role of strategy and drill in secondary mathematics teaching
 - 4 Models and techniques of teaching problem solving in secondary mathematics
 - 5 Resource materials in secondary mathematics and organisation of resource centres
 - 6 Teaching of slow learners: Curriculum for Normal stream pupils, Diagnostic test and remedial programme
 - 7 Planning, implementing and co-ordinating of enrichment programme
 - 8 Organising and planning of extra curricular activities (eg Maths society) and mathematics exhibition
 - 9 Objectives, processes and evaluation of mathematics projects for pupils
 - 10 Developing and updating schemes of work
 - 11 Monitoring and co-ordinating methods and techniques of teaching (certain topics) and marking schemes
 - 12 Assessment techniques. Analysis and interpretation of examination results and streaming of pupils

- 13 Seminars, workshops and mini-study of research projects for mathematics teachers : variables, processes and evaluation
- 14 Appraisal of subject teachers
- 15 Evaluation of mathematics projects/programmes
- 16 Use of computers in CAI, management, decision making and implementation in mathematics department
- 17 Application of management models to mathematics department setting
- 18 Application of problem solving model(s) to mathematics department setting

ASSESSMENT

- : The performance of participants will be assessed on the following:
- ° Participants will be required to present a seminar or workshop to a group of co-operating teachers/subject teachers on any of the curriculum areas of mathematics.
 - ° Each participant is required to formulate a plan for a curriculum programme in secondary mathematics on any part of the syllabus.

- COURSE TITLE : SCIENCES (Biology, Chemistry, Physics, etc)
- DURATION : 120 hours
- LECTURERS/DEPT : Mrs Ruth Chellappah
Mrs Lam Yoke Yeen
Department of Science Education
- RATIONALE : This course has arisen out of the formal recognition of the Senior Science Teacher as a Head of Department in the secondary schools and junior colleges. The course is designed to examine in depth the Head of Department's responsibilities and professional leadership qualities. The course will enable participants to select, organise, implement, solve problems, manage, supervise and evaluate a comprehensive science programme in schools and/or junior colleges. A seminar-cum-case study approach will be adopted.
- COURSE OBJECTIVES : To discuss with participants the current developments and the state of the art in Secondary Science Education in Singapore with special reference to curriculum matters that affect classroom teaching and learning. The course will examine in depth the responsibilities of a Head of Science Department in secondary schools and junior colleges with particular reference to:
- (a) Management and Safety in Science Laboratories
 - (b) Professional Leadership
 - (c) Pedagogical skills
 - (d) Enrichment programmes
 - (e) Development and Evaluation of Instructional Materials
 - (f) Testing and Measurement

- COURSE OUTLINE : 1 Management and Safety in Science Laboratories
- 1.1 Management and organisation of school science laboratories
 - 1.2 Financial procedures involving budgeting and purchasing of equipment for laboratories
 - 1.3 Storage and maintenance of apparatus/material
 - 1.4 Common hazards
 - 1.5 Personal safety and first-aid
- 2 Professional Leadership
- 2.1 Planning, implementation, monitoring and evaluation of school science programmes as a whole.
 - 2.2 Preparation of schemes of work
 - 2.3 Vetting of examination papers
 - 2.4 Supervision of science teachers
 - 2.5 Training and supervision of laboratory staff
- 3 Pedagogical skills with regard to the teaching of science to:
- 3.1 normal classes
 - 3.2 express classes
 - 3.3 the gifted group
 - 3.4 mixed ability classes
- 4 Enrichment Programmes
- 4.1 Informal/hidden curriculum in schools
 - 4.2 Science clubs

- 4.3 Science projects, fairs, exhibitions, camps, quizzes, etc.
- 4.4 Computers in science laboratories/ classrooms
- 5 Development and Evaluation of Instructional Materials
 - 5.1 Critique of textbooks and teaching aids
 - 5.2 Selection and evaluation of curricular materials
 - 5.3 Identification of useful Science Teachers' Handbooks
- 6 Testing and Measurement
 - 6.1 Strategies for assessing learning effectiveness
 - 6.2 Study of research findings
- 7 Directed Study/Out-of-School Science Activities
 - 7.1 Assigned directed reading periods throughout the course
 - 7.2 Visits and appraisals of laboratories/ programmes/centres
 - 7.3 Seminars/Forums

ASSESSMENT : By one major written assignment for which participants will be required to carry out an action-based assignment during either their practicum in schools, or during visits to schools at other times.

- COURSE TITLE : HUMANITIES (History, Geography, Economics, Commerce, Accounting, Management, Moral Education)
- DURATION : 120 Hours
- LECTURERS/DEPT : Mr Wilson Jacob
Mr Yee Sze Oon
Mrs Maureen Ng
Mrs Tey Sau Hing
Department of Social & Vocational Studies
- COURSE DESCRIPTION : As Humanities is a broad term covering several disciplines, this course examines the more significant philosophical, cognitive, practical and organisational skills which Heads of Humanities in secondary schools should be familiar with for the effective discharge of his/her duties. The discussions, seminars, tutorials and lectures will focus on the philosophical aims of the various disciplines, selection of content, teaching approaches, managing subject rooms, planning and implementing humanities programmes and evaluation.
- RATIONALE : A Head of Department of Humanities in a secondary school or junior college must have a sound knowledge of the nature, philosophy and teaching approaches relevant and applicable across disciplines which constitute the Humanities. He or she must be an organiser, co-ordinator and implementer of programmes aimed specifically at improving the quality of classroom teaching. The organisational, professional and educational aspects of the Head of Department's functions are so closely inter-related that it is imperative for him not only to acquire a proper understanding of the various disciplines but also the art of managing the department.
- COURSE OBJECTIVES : This course is designed to help participants :
(a) to become better organisers of instructional programmes within the context of the Humanities;
(b) to acquire expertise in the supervision and guidance of teaching staff of the Humanities Department;

- (c) to select, develop, expand and purchase a range of relevant instructional materials for classroom use; and
- (d) to become familiar with recent trends and issues relevant to the Humanities.

COURSE OUTLINE : 1 The philosophy and aims of the various disciplines, and the nature of explanation in the humanities

2 Syllabuses and Selection of Content

3 Selected Teaching Approaches

Principles of planning

- 3.1 Four basic models of teaching
- inquiry training
 - memory model
 - concept attainment
 - role play/simulation

3.2 Review of relevant strategies

3.3 Strategies for the slow learner

3.4 Field studies/education outside the classroom

4 Managing the Subject Rooms and Resources

4.1 Subject Rooms - management, organisation, function and use

4.2 Selecting and Acquiring teaching and learning resources

5 Planning and Implementing Humanities Programmes

6 Evaluation

6.1 Setting and Vetting Examination Papers

6.2 Evaluation of Programmes

ASSESSMENT : Assessment will be based on the submission of one written assignment of about 1500 words.

- COURSE TITLE : AESTHETICS (Music, PE, ECA)
- DURATION : 120 hours
- LECTURERS/DEPT : Mr Yap Boon Chuan
Mr Leong Yoon Pin
Department of Art, Music &
Physical Education
- RATIONALE : This course is designed to upgrade the knowledge and supervisory skills of participants in Music, Physical Education and ECA. It will help teachers to plan, implement and evaluate a programme of instruction based on the Secondary School Syllabuses and on recent developments and emphases in Music, Physical Education and ECA. It will familiarise participants with the various instructional strategies and resources to enable them to guide their colleagues.
- COURSE OBJECTIVES : The objectives of this course are :
- 1) to discuss policy decisions affecting Music, Physical Education and ECA in the Secondary School.
 - 2) to discuss the implementation of MOE syllabuses.
 - 3) to evaluate the curriculum instruction programmes in these areas.
- COURSE CONTENT : 1 Music Education
- 1.1 Music in the Secondary School - cultivation of a basic love for music through various responses to music heard.
 - 1.2 The Music syllabus for the Secondary School.
 - 1.3 Music making through singing and playing of instruments for accompanying and ensemble experience.

- 1.4 Music appreciation and listening content for Secondary classes in the integrated approach.
- 1.5 Organisation of choir, band, recorder ensemble and Chinese instrumental ensemble as ECA groups.
- 1.6 Criteria for assessing a lesson.
- 1.7 Duties and responsibilities of the Music teacher and the Head of Department.

2 Physical Education (PE)

- 2.1 Philosophy, aims and objectives of PE.
- 2.2 The PE syllabus for the Secondary School.
- 2.3 Planning the PE programme.
- 2.4 Organising teaching units.
- 2.5 The teaching of Physical Education in the Secondary School.
- 2.6 Principles and practices in the teaching of selected activities in Games, Swimming, Track and Field, Gymnastics and Movement Education and Dance.
- 2.7 Measurement and evaluation.
- 2.8 Criteria for assessing a lesson.
- 2.9 Duties and responsibilities of the PE teacher, the Sports Secretary and the Head of Department.

3 Extra Curricular Activities (ECA)

- 3.1 Policies and guidelines.
- 3.2 The School ECA Calendar.

3.3 Range of Activities.

3.4 Pupil participation.

3.5 ECA Facilities and Resources.

3.6 Evaluation of the ECA programme.

ASSESSMENT : A written assignment : An evaluation of the Music or Physical Education or Extra Curricular Activities programme of the school with reference to the Secondary School Syllabus.

COURSE TITLE : CRAFT AND TECHNOLOGY

DURATION : 120 Hours

LECTURERS/DEPT : Mr Sim Tong Khern, Dept of Art, Music & PE
Mr Foo Chee Min, Dept of Social & Vocational Studies
Miss Tng Sai Tin, Dept of Social & Vocational Studies

COURSE DESCRIPTION : This course examines the three components; Art and Craft, Home Economics and Technical Subjects through a series of lectures, tutorials, directed readings and follow-up activities. The areas covered include the basic philosophy, aims, and principles of the respective subjects; curriculum and syllabuses; planning, development, implementation and evaluation of the programme of instruction in the respective subject areas; teaching materials and resources.

RATIONALE : This course is designed primarily to prepare experienced subject specialist for the role as head of department in craft and technology. It provides the knowledge, skills and understanding in systematic planning, implementation, management, and evaluation of teaching and learning to meet the needs of the pupils and the school.

COURSE OBJECTIVES : 1 to familiarise the participants with the the craft and technology curriculum in secondary education

2 to acquire ideas on planning, implementing, monitoring and evaluating programmes of instruction in craft and technology

3 to gain an overview of the issues, trends and development in the teaching of the respective subject areas

4 to develop skills in assessing learning effectiveness

COURSE CONTENT : 1 Art and Craft (40 hours)

- 1.1 The philosophy and aims of art education; aesthetic experience, critical awareness, creative thinking, skills development, appreciation and understanding
- 1.2 The art teacher and the teaching of art and craft in the secondary school
- 1.3 The art curriculum and syllabuses for the 'N', 'O' and 'A' levels. The art elective programme
- 1.4 Organising, planning, implementing, monitoring and evaluating the art and craft programme
- 1.5 Art resources, teaching materials and facilities in school
- 1.6 Evaluation; evaluation of the curriculum, proposed means, resources, teaching and learning

2 Home Economics (40 hours)

- 2.1 Basic philosophy of Home Economics
- 2.2 Aims and function of Home Economics in Education
- 2.3 The role of the Head of Department
- 2.4 Departmental budget - purchase of equipment/quotations
- 2.5 Schemes of work and selection of content and activities
- 2.6 Evaluation of Home Economics programme in school; its strengths and weaknesses and ways to improve on programmes; teaching of special groups - slow learners and gifted.

3 Technical Subjects (40 hours)

3.1 The philosophy and aims of Technical Education in Secondary Schools

- Technical Studies for Special, Express, and Normal
- Woodwork and Metalwork for P7 & P8

3.2 The Nature and Principles

- Technical Studies at the Lower Secondary Levels
- Technical Studies at the Upper Secondary Levels
- Woodwork & Metalwork for P7 & P8

3.3 Curriculum Development and Implementation

- Course Objectives
- Course Structuring and Related Factors
- Course Syllabuses
- The Role of CDIS

3.4 Instructional Strategies

- Technical Studies at the Lower Secondary Levels
- Technical Studies at the Upper Secondary Levels
- Woodwork and Metalwork for P7 & P8

3.5 Teaching Resources

- Teaching Staff
- Physical Facilities in the School (Technical)

- Facilities and Resources across Curriculum in the School
- Libraries
- Outside Resources ie. Training Institutions, Specialised Centres, Factories, Local Experts, etc.
- CDIS

3.6 Evaluation

- Purpose of Evaluation
- Diagnostic Evaluation, includes students' own evaluation for Special, Express, and Normal
- Coursework Recording Systems
- Measuring and Recording Student Achievement

ASSESSMENT : A written assessment - An evaluation of the Art and Craft or Home Economics or Technical Education programme of school with reference to the Secondary School Syllabus (about 1500 words).

- COURSE TITLE : LIBRARY AND RESOURCES
- DURATION : 120 Hours
- LECTURERS/DEPT : Mdm Yeap Lay Leng
Department of Pedagogical Studies
- RATIONALE : Instructional resources play a key role in the educational process. Their extended function today includes the provision of print and non-print materials as important sources of information for students and teachers. The course is designed to provide the Head of Library/Resources with an indepth knowledge and skills to integrate both the print and non-print resources in order to maximise the use of these resources for instructional purposes.
- COURSE OBJECTIVES : The course aims at providing the participants with the knowledge and skills :
- (a) to design, select, evaluate, develop and utilise instructional resources to facilitate teaching and learning
 - (b) to organise and manage a school library set-up where instructional resources can be made available to maximise teaching and learning
 - (c) to develop and promote the use of curriculum resources
 - (d) to conduct workshops for library and media coordinators
 - (e) to co-ordinate, direct and advise media and library coordinators to function effectively in the instructional system
- COURSE CONTENT : 1 Instructional resources system
- 1.1 Resources network for individual schools

- 1.2 Basic components of the resources network and the linkage - the foundation, support and primary elements
- 1.3 Operational system of resources network
- 2 Library practices in the schools
 - 2.1 Concept of current organisational practices in the form of a school library media center
 - 2.2 Overview of current learning theories for school library media center and their implications
 - 2.3 Ministry of Education School Library Unit: policies and activities; school library standards; a comparative study of library standards
 - 2.4 Ministry of Education's Division of Educational Technology; policies and activities; media standards; an appraisal of the standards.
- 3 Collection development of instructional resources
 - 3.1 Developing the schools' instructional resources
 - 3.2 Selection guidelines/criteria
 - 3.3 Instructional resources for pupils in secondary schools; young adults literature
 - 3.4 Reference resources for secondary schools
 - 3.5 Magazines for secondary schools
 - 3.6 Selection tools
 - 3.7 Selection policy
 - 3.8 Censorship and the selection process
 - 3.9 Evaluation of instructional materials and the library program

4 Organisation of library resources

- 4.1 Classification and cataloging, Dewey Decimal System, AACR 2, Sears Lists of Subject Headings
- 4.2 Card catalog - the system, filing

5 Management of libraries and instructional resources

- 5.1 Acquisition routines
- 5.2 Budget procedures
- 5.3 Maintenance of materials/equipment
- 5.4 Accessibility through circulation, shelving, inventory and accessioning
- 5.5 Storage, furnishing, layout
- 5.6 Student librarians

6 The library and the instructional process

- 6.1 Roles of the head of media resources in relation to the library and media coordinators
- 6.2 Library users instruction: a curriculum guide, library period utilisation
- 6.3 Promotion/publicity: strategies through posters, displays, and other promotional programs
- 6.4 Conducting workshops for colleagues on aspects of library and instructional resources
- 6.5 Instructional design and the library; its theory and application
- 6.6 Resources and instructional strategies

ASSESSMENT : Participants will be assessed on an individual and group basis with a weighting of 70% and 30% respectively. Participants will be assessed on a 40- item quiz related to some basic theories and their applications, an evaluation exercise, the formulation of a selection policy for the school library and a write-up on one important aspect of school librarianship.

- COURSE TITLE : MORAL EDUCATION
- DURATION : 30 Hours
- LECTURERS/DEPT : Dr Robert P Balhetchet
Department of Social & Vocational Studies
- RATIONALE : According to present education policy, the Head of Department for Moral Education and Religious Knowledge (in Secondary Schools) is the Principal. Strictly speaking therefore, prospective Heads of Departments will not assume such a function vis-a-vis Moral Education, though the possibility remains that they could practically assist the Principal to fulfil his function as Head of Department of Moral Education, not to mention the possibility of one day becoming Vice-Principals or Principals.
- However, all this apart, in view of the fact that Moral Education is not just another subject on the curriculum, but rather a programme that needs to pervade all areas of school life and activity, it is important that Heads of Departments of all subject areas should be imbued with a basic understanding of Moral Education in order to contribute to the creation of a "total environment" in respect of Moral Education.
- COURSE OBJECTIVES : To provide a basic understanding of the fundamentals of Moral Education, with particular emphasis on value education in relation to all subject areas, and the creation of a total "moral environment".
- COURSE CONTENT : 1 Concepts and Approaches to Moral Education
1.1 Presentation
1.2 Critique
2 Towards an Understanding of Morality
2.1 The basis of morality

- 2.2 Fundamental elements
- 2.3 Criteria
- 2.4 Factors of Influence in Moral Evaluation
- 2.5 Culture, Law and Morality
- 3 Educating in Morality
 - 3.1 Essential thrusts
 - 3.2 Attaining effectiveness
- 4 The School as an agent for Moral Education
 - 4.1 The effectiveness of the school as 'agent'
 - 4.2 The Teacher
 - 4.3 The "hidden curriculum" - role of the Head of Department
 - 4.4 Creating a total "moral environment"
 - 4.5 Discipline and Moral Education

ASSESSMENT : A detailed Guide for Teachers to implement value education in their particular subject areas. (According to their choosen subject specialisation).

PRACTICUM

COURSE TITLE : SUPERVISION OF TEACHING/PROGRAMME
WITH FULL-TIME SCHOOL ATTACHMENT

DURATION : 120 hours

LECTURERS/DEPT : Mr Ng Kim Beng
Dr Diong Cheong Hoong
Department of Continuing Education
and Practicum Supervisors

RATIONALE : One of the tasks of a Head of Department is to supervise teaching and to guide teachers to improve pupil learning. To be able to do this, the Head of Department should be familiar with the basic teaching skills which are generally identified with effective teaching. The basic teaching skills and microsupervision training workshops are intended for these purposes. The aspiring Head of Department will also work closely with practicum supervisors in the Dip-Ed Programme to supervise graduate trainees in classroom teaching. The school attachment component of the Practicum is intended to provide the FPDE students with an opportunity to learn in-situ from practising Heads of Departments and others who are implementing school programmes in specific cognate areas.

COURSE OBJECTIVES : The FPDE student should be able :

- (a) to identify the basic teaching skills commonly associated with effective classroom teaching
- (b) to acquire supervision skills and supervise classroom teaching with the aim of improving instruction
- (c) to observe, work with and learn from the Head of Department in the planning, organisation and implementation of the programme in one cognate area

- (d) to apply the principles of management and supervision to guide teachers in developing and implementing the programme at various grade levels
- (e) to identify and diagnose problems relating to programme planning, development, implementation and management
- (f) to devise alternative strategies or solutions to the problems
- (g) to plan and conduct, where necessary workshops for the teachers
- (h) to evaluate the outcomes of programme implementation in relation to the objectives of the programme, instruments or tools used in programme evaluation and recommendations for improvement.

COURSE CONTENT : 1 Supervision of Teaching (January Semester)

Participants will undergo a series of training workshops on microteaching (with an emphasis on basic teaching skills) and microsupervision during the first half of this semester. These workshops are intended to help participants to acquire supervision skills, to relate their own supervisory performance and to identify areas where they could improve further. The workshops use the texts and other training materials developed by the Teaching Skills Development Programme and the Supervisor Development Programme of the University of Sydney.

The second half of this semester is devoted to practice supervision. The FPDE participant will initially observe the practice teaching of Dip-Ed students during their Teaching Practice-2, and later co-supervise classroom teaching by graduate trainees with his Practicum Supervisor before supervising a few lessons on his own. Throughout this period, the FPDE student's practice supervision will be directly supervised by his Practicum supervisor who will offer

suggestions for improving the supervision of teaching during the post-supervision conference. Participants will be encouraged to videotape teaching and supervision episodes and to log their experiences and problems for systematic study and analysis through group interactions and seminars during and after this semester.

2 Programme with Full-time School Attachment
(July Semester)

During the school attachment, the participant will work with the cooperating Head of Department in the school and his supervisor to carry out the key task(s) identified and negotiated with the school before the attachment. The school attachment is intended to provide the field training to be a Head of Department. Participants will also observe and understudy the curricular and non-curricular tasks of their cooperating Heads of Departments to better understand the organisation and functioning of departmental frameworks in the schools. These observations and experiences will be discussed in a series of post-attachment group interactions and seminars.

ASSESSMENT

- : The FPDE student is assessed on his practice supervision and is further required to submit a written assignment on one aspect of what he experience during his attachment. The assignment will require the student to identify and analyse the problem and suggest alternative approaches or strategies to solve the problem.

EDUCATIONAL STUDIES

- COURSE TITLE : CLASSROOM-BASED RESEARCH
- DURATION : 30 Hours
- LECTURERS/DEPT : Dr Sch Kay Cheng
Department of Educational Testing, Guidance
and Counselling
- RATIONALE : The gap between educational research and classroom practice is a perennial problem. One way of bridging the gap is to develop the teachers' skills in educational research. Action research in the classroom is a practical way by which key teachers can identify and act on the problems of the classroom.
- COURSE OBJECTIVES : It is envisaged that by the end of the course, the participants will be able :
- (a) to design an action research to study problems in the classroom context;
 - (b) to adapt or construct instruments suitable for the study;
 - (c) to organise and interpret data collected for the study; and
 - (d) to report the study in a cogent form.
- COURSE CONTENT : 1 Types of classroom research - case studies, surveys, correlational studies, quasi-experiments
- 2 Defining problems and formulating hypotheses
- 3 Instrumentation (I): observations, interview, questionnaires
- 4 Instrumentation (II): standardized and custom tests; unobstrusive measures

- 5 Data analysis and interpretation: measures of central tendency, dispersion, differences and relationships
- 6 Report writing - format, language, tables and figures, review of literature, references

ASSESSMENT : The student will be required to submit a proposal for a classroom-based research project. The proposal will include background information to justify the study, relevant literature, pupils to be involved, procedures and instrumentation, methods of data analysis, and expected outcomes.

COURSE TITLE : DEVELOPING A PROGRAMME FOR SLOW LEARNING PUPILS

DURATION : 120 Hours

LECTURERS/DEPT : Miss Low Guat Tin
Department for the Education of
Children with Special Needs

Mrs Katherine Yip
Mr Poh Sui Hoi
Department of Educational Testing/
Guidance & Counselling

Miss Huang Shoo Ai
Department of Comparative Studies

Dr Agnes Chang
Miss Frances Lee
Department of Educational Psychology

Mr Alastair Fraser
Department for the Education of
Children with Special Needs

Mrs Melinda Altman
Department of Pedagogical Studies

RATIONALE : Heads of Departments in Secondary Schools are required to play the role of an instructional leader in the curriculum areas which are taught by teachers in his department. They are also to manage the subject specialist teachers to improve instruction and to enhance pupil performance across all academic streams.

This course complements the Curriculum Studies electives which deal directly with the curricular issues and specifically the planning, organisation and teaching strategies and methods that are pertinent to the teaching of their respective subjects to students across the different academic streams (Special, Express and Normal).

At the heart of the course of study is the range of pupils who are deemed to be "slow learners"

across all academic streams. Heads of Departments should be able to diagnose, i.e., identify the slow learning pupils and their problems, know available intervention programmes or strategies to help him overcome learning problems, be able to motivate, counsel and develop resources and infrastructures to help slow learning pupils.

COURSE
OBJECTIVES

- : The various components of the course will be dealt with integratively with the view :
- ° to create an awareness in Heads of Departments about the underlying learning problems of the group of slow learners,
 - ° to prepare Heads of Departments to recognise and diagnose the nature of a such learning problems,
 - ° to offer the means to Heads of Departments to innovate and create appropriate kinds of corresponding intervention programmes,
 - ° to guide and counsel teachers on the ways to handle pupils with respect to their perceived problem areas, and
 - ° to supervise and to lead teachers in designing alternative ways to implement compensatory and/or remedial learning programmes that will help to improve the performance of slow learners.

COURSE CONTENT : 1 Psycho-social Factors influencing Learning

- 1.1 Growth and development of slow learning pupils, ie., in terms of the chronological and mental age (intelligence, abilities), the learning processes (attention span, memory, perception, cognition and learning rate and pace) and emotional maturation.
- 1.2 Abilities and aptitude for learning
- 1.3 General interests and dispositions

- 1.4 Attitudes towards school, learning, work, languages, teachers etc.
- 1.5 Motivation for learning
- 1.6 Self-concept and identity
- 1.7 Self-concept and learning
- 1.8 Self-fulfilling prophecies
- 1.9 Labelling
- 1.10 The "hidden" curriculum
- 1.11 The social construction of classroom reality.

2 Nature of Learning Problems

- 2.1 Individual related problems, eg., previous learning, background experience, understanding individual differences, the reluctant learner, under-achievers, socially disadvantaged and possible learning disabilities - new trends in education.
- 2.2 Environment related problems, eg., attitudes towards slow learners, expectations and resistance to, or acceptance of change, classroom environment and peer group pressures.
- 2.3 Task related problems, eg., type of tasks language, computational, problem-solving tasks, generalising and application of tasks.
- 2.4 Method related problems, ie., types of teaching methods and their implications for slow learner.

3 Diagnosis of Learning Problems

- 3.1 Criterion-referenced testing versus norm-referenced testing. Formative evaluation versus summative evaluation.

- 3.2 Task analysis.
- 3.3 Sequencing of learning tasks in a teaching topic.
- 3.4 Writing test items to match specific instructional objectives.
- 3.5 Item analysis, item review and selection.
- 3.6 Ascertaining mastery/non-mastery.

4 Intervention/Remediation

- 4.1 Identification and discussion of general approaches for the instruction of slow learning pupils; characteristics of these approaches and their applications;
- 4.2 Pedagogical framework for the teaching of such pupils, eg. task orientated instruction, sequencing, structuring of instruction;
- 4.3 The management, organisation and implementation of group instruction eg. gaming, activity based, mediated instruction etc; and
- 4.4 The management, organisation and implementation of individualised instruction. eg. one-to-one tutorial, individually prescribed instruction, CAI.

5 Motivation

- 5.1 The socio-psychological needs of a person (with reference to Maslow's Hierarchy of Needs) :
 - The satisfaction of these needs in the classroom;
 - The satisfaction of these needs in the working environment (with reference to Herzberg's motivation-Hygiene Theory)
- 5.2 Motivational techniques in the secondary classrooms;

5.3 Deterrents in motivation.

6 Guidance and Counselling

6.1 Guidance in secondary schools, the teacher as a guidance worker and the role of the Head of Department.

6.2 The needs of adolescent.

6.3 Tools and techniques of helping, case study, approach to counselling.

6.4 Group guidance techniques.

7 Supervisory Skills

7.1 Human relations skills, e.g., effective communication, interpersonal skills;

7.2 Supervisory leadership styles;

7.3 Supervisory skills, e.g., problem solving, counselling, handling conflicts.

ASSESSMENT

: Participants will be assessed on a school-based project work. This written assignment is to be viewed as the practical aspect of the course.