

**HANDBOOK FOR**

---

**THE DIPLOMA IN  
EDUCATIONAL  
ADMINISTRATION  
(Primary)**



**INSTITUTE OF EDUCATION**

## P R E F A C E

This handbook is intended to serve as a general guide on the Diploma in Educational Administration (Primary) Programme. The procedures, structure and schedule of the Programme are subject to change at any time. Similarly, the content of the courses of study described in the handbook may be modified without prior notice.

Department of Educational Administration  
and Development Studies

April 1986

Enquiries about the Programme  
should be addressed to :

Dr Yeoh Oon Chye  
Head/School of Education  
and Development Studies  
Institute of Education  
469 Bukit Timah Road  
Singapore 1025  
Republic of Singapore  
Tel : 4695151

# C O N T E N T S

|   | <u>Page</u> |
|---|-------------|
| I INTRODUCTION .....  | 1           |
| II PROGRAMME GOALS .....  | 1           |
| III PROGRAMME FRAMEWORK .....   | 2           |
| IV PROGRAMME DESCRIPTION ..   | 4           |
| 1 PROGRAMME COURSEWORK .....  | 4           |
| 2 PROGRAMME STRUCTURE AND SCHEDULE .....  | 5           |
| 3 COURSE ASSESSMENT ..  | 5           |
| 4 STUDENT PARTICIPATION .....   | 7           |
| V AWARD OF THE DIPLOMA IN EDUCATIONAL ADMINISTRATION<br>(PRIMARY) .....           | 7           |
| COURSES IN THE DIPLOMA IN EDUCATIONAL ADMINISTRATION<br>(PRIMARY) PROGRAMME ..... | 9           |
| SCHOOL ORGANIZATION AND MANAGEMENT .....  | 9           |
| EDUCATIONAL EVALUATION .....  | 17          |
| MANAGING CURRICULUM DEVELOPMENT<br>AND CHANGE .....                               | 21          |
| INTEGRATING CURRICULUM IMPLEMENTATION ...   | 23          |
| SOCIAL, ECONOMIC AND POLITICAL ASPECTS<br>OF EDUCATION .....                      | 29          |
| SCHOOL-BASED STUDY .....  | 31          |
| SCHOOL ATTACHMENT ..  | 33          |
| DIRECTED STUDIES ...  | 40          |

*6/1/18*

## DIPLOMA IN EDUCATIONAL ADMINISTRATION

### I INTRODUCTION

The Diploma in Educational Administration (Primary) Programme is designed to prepare selected education officers to function as primary school principals and vice-principals. It is a one-year full-time programme. The programme deals with the concepts, principles, practices and skills of principalship and vice-principalship in the primary schools and is practice- and practitioner-oriented.

### II PROGRAMME GOALS

The goals of the Diploma in Educational Administration (Primary) Programme are as stated below.

- 1 To prepare suitably qualified education officers to be primary school principals and vice-principals so that they will be able to :
  - 1.1 Manage their schools for effective teaching and increased pupil learning;
  - 1.2 Respond effectively to the demands made by people in both the internal and external environment of their schools.
- 2 To inculcate in the prospective primary school principals and vice-principals a value-orientation for continual acquisition of knowledge and skills related to :
  - 2.1 School organization and management;
  - 2.2 The management and implementation of the school curriculum and related innovations.

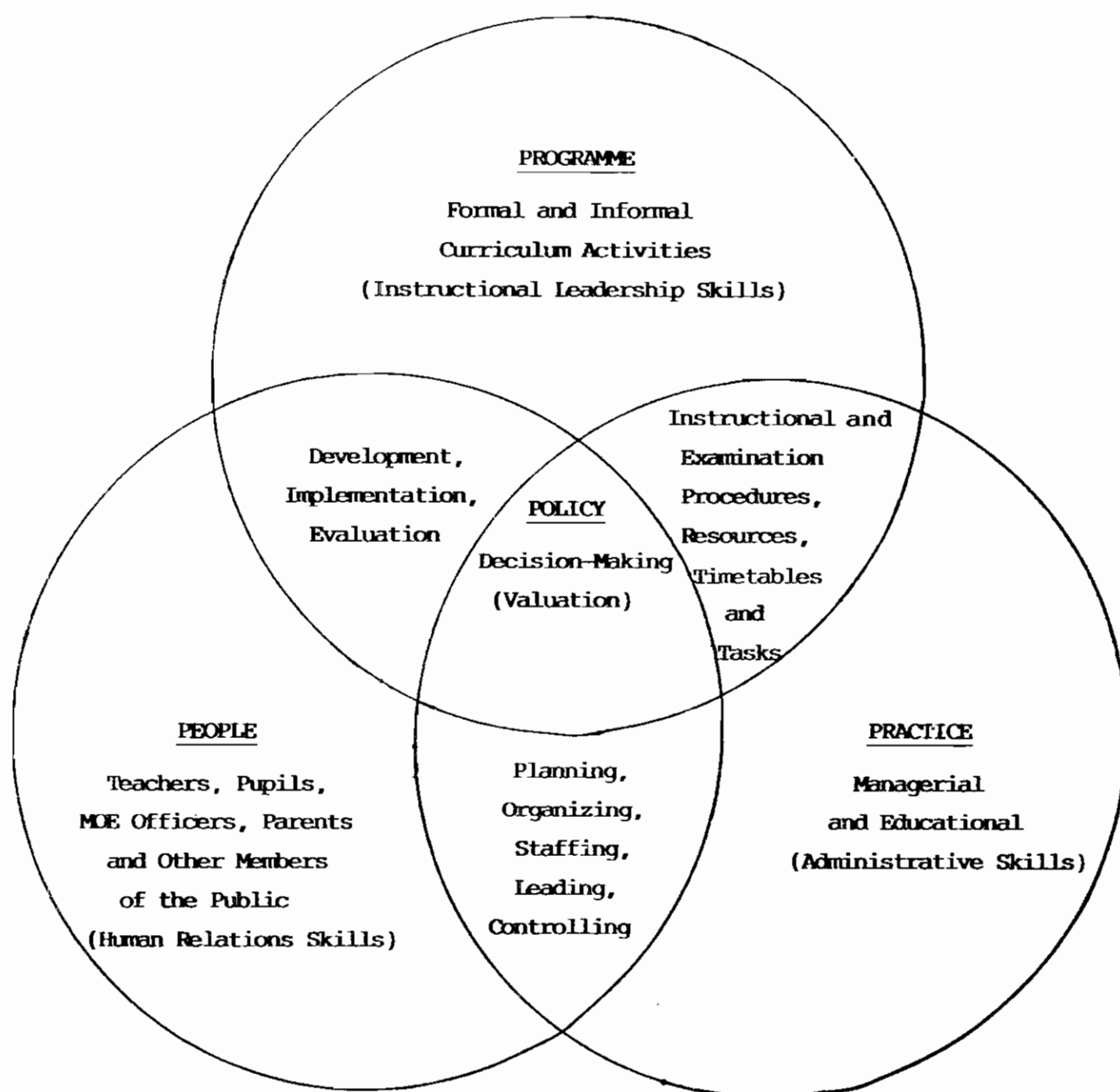
### III PROGRAMME FRAMEWORK

The effectiveness of the primary schools in bringing about improved teaching and increased pupil learning is dependent, to a very large extent, on the ability of the principals and vice-principals to :

- 1 Articulate clear and acceptable school policies that are consistent with the national educational policies;
- 2 Translate the formulated school policies into suitable, feasible and workable programmes;
- 3 Apply appropriate practices in the management of the school programmes;
- 4 Lead the staff and pupils towards the realization of their stated policies.

In line with the above belief, the Diploma in Educational Administration (Primary) Programme is founded on four fundamental areas that are critical to the effectiveness of primary schools: POLICY, PROGRAMME, PRACTICE and PEOPLE. These four areas form the framework for the Diploma in Educational Administration (Primary) Programme. The framework emphasizes the interaction among the PEOPLE in translating and implementing school PROGRAMMES by utilizing meaningful and appropriate PRACTICES, all of which are consistent with the rationale and values underlying the stated school POLICIES. Its premise is that proper management of these four areas and their interactions will bring about effective teaching and learning.

The diagrammatic representation of the framework is in Figure 1.



**FIGURE 1 : FRAMEWORK OF THE DIPLOMA IN EDUCATIONAL ADMINISTRATION**  
**(PRIMARY) PROGRAMME**

## IV PROGRAMME DESCRIPTION

### 1 PROGRAMME COURSEWORK

The prime task of the primary school principals and vice-principals is to ensure that effective teaching and optimal pupil learning occur through proper management in the areas of POLICY, PROGRAMME, PRACTICE AND PEOPLE. Therefore, the coursework of the Diploma in Educational Administration (Primary) Programme will focus on the what, how and why of primary school management which incorporates leadership.

The what, how and why of primary school principalship and vice-principalship are covered through four broad fields of study. The four fields of studies are briefly classified as :

#### 1.1 Educational Management

- ° Personnel Management
- ° The School as an Organization
- ° Leadership in the Educational Enterprise
- ° Planning and Controlling
- ° Educational Evaluation

#### 1.2 Curriculum Studies

- ° Managing Curriculum Development and Change
- ° Integrating Curriculum Implementation

#### 1.3 The Practicum

- ° Pre-attachment Seminar
- ° On-the-Job School Attachment

#### 1.4 Educational Specialization

- ° School-based Study
- ° Social, Economic and Political Aspects of Education

During the coursework of the Diploma in Educational Administration (Primary) Programme, the theoretical concepts, the principles and the values underlying management practice, the demands on and the expectations of the primary school principals and vice-principals and the skills related to school management will be covered. At the core of the programme, the management of people will permeate the coursework. This is because no resource can come forward on its own without the human factor.

## **2 PROGRAMME STRUCTURE AND SCHEDULE**

The one-year full-time Diploma in Educational Administration (Primary) Programme is conducted over four terms. Each term of the academic year of the Institute of Education comprises 9 to 11 weeks.

The structure and schedule for the programme is schematically presented in Table 1.

## **3 COURSE ASSESSMENT**

The course assessment for the Diploma in Educational Administration (Primary) Programme includes course exercises, assignments, project work and a written examination. The course exercises, assignments and project work consist of studies on different aspects of school organization and management, instructional programmes, extra-curricular programmes and pupil management programmes. The written examination for the component of School Organization and Management covers both theory and case studies.



**TABLE 1 : STRUCTURE AND SCHEDULE OF THE DIPLOMA IN EDUCATIONAL ADMINISTRATION (PRIMARY) PROGRAMME**

| COURSE   | NUMBER OF HOURS |        |        |        | MODE OF ASSESSMENT                       |
|--|-----------------|--------|--------|--------|--|
|  | TERM 1          | TERM 2 | TERM 3 | TERM 4 |  |
| <b>SCHOOL ORGANIZATION AND MANAGEMENT</b>                    |                 |        |        |        |  |
| ° Personnel Management                                       |                 |        |        | 40     | Examination and Course Exercises         |
| ° The School as an Organization                              | 30              |        |        |        |  |
| ° Leadership in the Educational Enterprise                   | 30              |        |        |        |  |
| ° Planning and Controlling                                   |                 |        | 20     |        |  |
| <b>EDUCATIONAL EVALUATION</b>                                | 30              | 30     |        |        | Assignment                               |
| <b>MANAGING CURRICULUM DEVELOPMENT AND CHANGE</b>            | 30              | 30     |        |        | Assignment                               |
| <b>INTEGRATING CURRICULUM IMPLEMENTATION</b>                 |                 |        |        |        |  |
| ° Managing Pupil Development                                 | 20              |        |        |        | Assignment and Course Exercises          |
| ° Managing the Language Programmes                           |                 | 20     |        |        |  |
| ° Managing the Science and Mathematics Programmes            |                 | 20     |        |        |  |
| ° Managing the Social Studies and Moral Education Programmes |                 |        | 20     |        |  |
| ° Managing the Aesthetic Education Programmes                |                 |        | 20     |        |  |
| ° Managing the Implementation of the Curriculum              |                 |        |        | 20     |  |
| <b>SOCIAL, ECONOMIC AND POLITICAL ASPECTS OF EDUCATION</b>   | 15              |        |        |        | Rapporteur Report                        |
| <b>SCHOOL-BASED STUDY</b>                                    | 10              |        | 30     | 100    | Project Work                             |
| <b>SCHOOL ATTACHMENT</b>                                     |                 |        |        |        |  |
| ° Pre-attachment Seminar                                     | 20              |        |        |        | Assignment and School Attachment Reports |
| ° On-the-job School Attachment                               |                 | 90     | 90     |        |  |
| <b>TOTAL</b>   | 185             | 190    | 180    | 160    | 715                                      |

For the assessment, the participants are required to demonstrate abilities and powers in :

- 3.1 Formulating an overall view of the primary school and its management;
- 3.2 Formulating a coherent theoretical framework to undergird their practice of school management;
- 3.3 Relating and applying theory to practice;
- 3.4 Critical analysis, originality of ideas and independence of mind and
- 3.5 Reflecting and forming sound judgements.

The schedule for assignments and written examination is shown in Table 2.

#### 4 STUDENT PARTICIPATION

Besides doing the course exercises, assignments, project work and the written examination, the participants of the Diploma in Educational Administration (Primary) Programme are expected to participate actively in the learning process. They are required to read widely and to take an active part in class activities such as deliberation, discussion, role-play, presentation and group activity.

#### V AWARD OF THE DIPLOMA IN EDUCATIONAL ADMINISTRATION (PRIMARY)

On the satisfactory completion of the programme of study, the participants will be awarded the Diploma in Educational Administration (Primary).

**TABLE 2 SCHEDULE OF ASSIGNMENTS AND WRITTEN EXAMINATION**

|   | Jul | Aug | Sep               | Oct    | Nov        | Dec       | Jan | Feb        | Mar | Apr          | May         |
|---|-----|-----|-------------------|--------|------------|-----------|-----|------------|-----|--------------|-------------|
| School Organization and Management                  |     |     | Progressive       |        | Course     | Exercises |     |            |     |              | Examination |
| Managing Curriculum Development and Change          |     |     |                   |        | Assignment |           |     |            |     |              |             |
| Educational Evaluation                              |     |     |                   |        | Assignment |           |     |            |     |              |             |
| Integrating Curriculum Implementation               |     |     | Progressive       | Course | Exercises  |           |     |            |     |              | Assignment  |
| School-based Study                                  |     |     |                   |        |            |           |     |            |     | Project Work |             |
| Social, Economic and Political Aspects of Education |     |     | Rapporteur Report |        |            |           |     |            |     |              |             |
| School Attachment                                   |     |     |                   |        |            |           |     | Assignment |     |              |             |

**COURSES IN THE DIPLOMA IN EDUCATIONAL ADMINISTRATION (PRIMARY)****PROGRAMME**

- COURSE TITLE** : School Organization and Management
- DURATION** : 120 Hours
- LECTURERS** : Staff of Department of Educational Administration and Development Studies
- RATIONALE** : Primary school principals and vice-principals are managers of their schools. As managers, they plan, organize, staff, lead and control their schools to increase teaching effectiveness and pupil learning. In carrying out these functions of management, they need to have conceptual, human relations and technical skills as well as knowledge of organizational dynamics. The course on School Organization and Management provides the participants with the needed knowledge and skills to perform these management functions effectively.
- OBJECTIVES** : The objectives of the course are as follows :
- 1 The participants will have the knowledge and tools to create conducive environments in their schools for effective teaching and learning;
  - 2 The participants will be able to recognize that managing requires a systems approach and that practice must always take into account situations and contingencies;

- 3 The participants will be able to define the major management functions and to show how each is independent and interdependent; and
- 4 The participants will be able to draw and apply eclectically from the different management theories.

**COURSE CONTENT :** The course on School Organization and Management has four components. These components are :

- 1 Personnel Management (40 hours)
- 2 School as an Organization (30 hours)
- 3 Leadership in the Educational Enterprise (30 hours)
- 4 Planning and Controlling (20 hours)

**1 PERSONNEL MANAGEMENT (40 HOURS)**

The component of Personnel Management basically deals with the staffing function that primary school principals and vice-principals perform as school managers. The broad areas of studies defined under Personnel Management are :

**1.1 Nature of Staffing**

- ° The importance of the staffing function
- ° Ministry of Education policy requirements, expectations and procedures governing staffing and the supply of staff
- ° Situational factors affecting staffing

**1.2 Staff Appraisal**

- ° The problem of appraisal of staff

- ° Planning the appraisal of staff
- ° Collecting data and monitoring
- ° Report writing and feedback

### 1.3 Staff Development

- ° Staff development and organizational development
- ° The system of staff development
- ° Approaches to staff development: School-based and external training
- ° Ways of monitoring staff performance

### 1.4 Staff Deployment

- ° Job analysis: Job specification and description
- ° Criteria for staff deployment

### 1.5 Human Relationships

- ° Self awareness and self understanding
- ° Dealing with conflicts, complaints, grievances and problems on the interpersonal level
- ° Handling of poor staff performance: coaching and counselling

### 1.6 Adult Motivation

- ° Motivation of staff and job satisfaction
- ° Overview of motivation theories
- ° Motivation in practice

## 2 THE SCHOOL AS AN ORGANIZATION (30 HOURS)

The component of the School as an Organization deals mainly with the organizing function of primary school principals and vice-principals as school managers. To enable them to organize

effectively, organizational processes and dynamics are also covered in the course.

The broad areas that are covered in this course are :

### **2.1 The School as An Organization**

- Organizational Theory and Organizational Behaviour: General systems theory, social systems theory and role theory

### **2.2 Nature and Purpose of Organizing**

- Organizing as a process
- Organizational structures: departmentation, organizational levels and span of management, line, staff and functional authority relationships and delegation

### **2.3 Processes of Organizing**

- Power and influence
- Co-ordination
- Communication
- Group Processes

### **2.4 Making Organizing Effective**

- Some pitfalls in organizing
- Requirements for effective organizing : planning, organizational flexibility and clarification

### **2.5 Working with the External Environment**

- Boundary Spanning
- External environment and accountability

### 3 LEADERSHIP IN THE EDUCATIONAL ENTERPRISE (30 HOURS)

The component of Leadership in the Educational Enterprise encompasses leadership theories and practice and the processes of leading. The content is geared towards an overall view of what constitutes school leadership and its impact on the school.

The broad areas that are covered in Leadership in the Educational Enterprise are :

#### 3.1 Theories of Leadership

- ° What leadership is
- ° Theories of leadership: trait approach, situational approach and contingency approach

#### 3.2 The Interaction of Personality and Belief Systems with Leadership Role

- ° Assumptions about people
- ° Preferred management styles
- ° Adjustment of leadership styles to the prevailing situation
- ° The impact of leadership styles in the school, the amount and quality of participation by followers and the attitude of the leader

#### 3.3 The Autonomy of the Primary School Principals and Vice-Principals

- ° The pros and cons of decentralization



- ° The role of the primary school principals and vice-principals in a centralized/ decentralized system of education
- ° The extent of authority and autonomy of primary school principals and vice-principals

### 3.4 Decision-Making

- ° Models for decision-making
- ° Participation in decision-making
- ° Processes of decision-making: Developing alternatives, the process of evaluating the alternatives, bases for selection among alternatives and evaluating the importance of a decision.

### 3.5 Time-Management

- ° The importance of time-management
- ° Why do people mismanage time
- ° Studies on time-management of primary school principals and vice-principals
- ° Techniques of time-management

### 3.6 School Climate

- ° Concept of school climate
- ° Measurement of school climate
- ° Improvement of school climate

## 4 PLANNING AND CONTROLLING (20 HOURS)

For the component of planning and controlling, the emphasis is on the planning, monitoring and evaluating functions that primary school principals

and vice-principals perform as school ~~managers~~.

The broad areas covered in this component are :

#### **4.1 The Nature and Purpose of Planning**

- The nature of planning
- The importance of planning
- Types of plans
- Steps in planning
- The planning period
- An open system approach to planning

#### **4.2 Objectives and Premising**

- The development of managing by objectives
- The nature of managing by verifiable objectives
- The process of managing by objectives
- Benefits and weaknesses of managing by objectives

#### **4.3 Development of the School Plan**

- Identification of area(s) of concern
- Formulation of objectives
- Development of activities/strategies
- Identification of resources
- Development of time frame
- Monitoring and evaluation of school plan

#### **4.4 Controlling**

- The pre-requisites of control systems
- The basic control process
- Control as a feedback system
- Control techniques

#### 4.5 Appraisal of School

- ° Internal school appraisal
- ° External school appraisal

#### 4.6 Making Planning and Controlling Effective

- ° Why people fail in planning and controlling
- ° Limits to planning and controlling
- ° Requirements for effective planning  
and adequate control
- ° A school development strategy

**ASSESSMENT** : For assessment, participants will sit for a written examination at the end of the course. They are also required to submit progressive course exercises for each component of the course.

**COURSE TITLE** : Educational Evaluation

**DURATION** : 60 hours

**LECTURERS** : Staff from the School of Foundation Studies

**RATIONALE** : The dynamic and creative primary school principals and vice-principals are likely to initiate various innovations in their desire and drive to improve the various programmes in the school. Consequently, they will need to explore ways of assessing the status of current practices in the school and to devise methods for evaluating the impact of any changes that they wish to implement in the school. The component of Educational Evaluation provides the knowledge and skills of why, what and how to evaluate.

**OBJECTIVES** : The objectives of the course are to :

- 1 Examine the validity, reliability, and usability of some common methods of obtaining data in the school
- 2 Examine the evaluation procedures and results of some documented innovations carried out by schools
- 3 Devise an evaluation framework for a proposed innovation

**COURSE CONTENT : 1 The Nature and Purpose of Evaluation**

- The evaluation cycle
- Evaluation of instructional and non-instructional programmes in the school
- Aspects of school-based curriculum evaluation
- Curricular improvement and programme validation
- Policy- and decision-making in evaluation
- Administrative regulations, use of resources, and efficiency of supportive staff in evaluation

**2 The Evaluation Process**

- Planning for evaluation
- Conducting the evaluation
- Collecting and analysing data
- Reporting and using results

**3 Planning for Evaluation**

- Identification of needs and priority of evaluation
- Specification of goals and evaluative questions
- Decision on modes of operation and time frame for subsequent actions
- Choice of measuring instruments and devices for gathering information
- Allocation of manpower and resources
- Drawing up guidelines for implementation
- Conducting meetings for periodic revision
- Other considerations, such as the extent of staff

and pupil involvement, design requirements and availability of resources, budgeting constraints, ethical issues and political implications

#### **4 Conducting the Evaluation**

- ° Alternative strategies: scientific, naturalistic, experimental, quasi-experimental, case studies and surveys
- ° Information sources: audiences, documents analyses, tests and non-test data

#### **5 Collecting and Analysing Data**

- ° Types of data and techniques of analysis
- ° Instrumentation: adopt, adapt and construct instruments and evaluation of instruments to be used
- ° Organization of data
- ° Interpretation of data

#### **6 Reporting and Using Results**

- ° Format for writing proposal and report
- ° Documentation and dissemination of evaluation information
- ° Reporting evaluation study in cogent form

#### **7 Practical Exercises**

- ° Drawing up plans for effective evaluation :  
each participant to draw up plans to fit in the requirements and needs of his own school and to

present the plan for group discussion

- ° Construction of measuring instruments : group work followed by discussion sessions
- ° Analysis of data; statistical treatment

**ASSESSMENT** : The DEA(P) participants will submit a written assignment which consists of :

- a) a paper proposing evaluation procedures for a particular programme or curriculum area in their school and
- b) a report of the evaluation undertaken.

- COURSE TITLE** : Managing Curriculum Development and Change
- DURATION** : 60 Hours
- LECTURERS** : Staff of Department of Educational Administration  
and Development Studies
- RATIONALE** : Among the responsibilities of the primary school principals and vice-principals is the task of ensuring that the curriculum is operationally effective and meets the intended philosophy, policies and goals of their schools. For this purpose, the course is designed to help the participants to develop a clear understanding of what makes up an effective curriculum, to manage curriculum tasks and to utilise the appropriate procedures for planning curriculum projects and for improving the curriculum.
- OBJECTIVES** : The objectives of the course are to enable the DEA(P) participants to :
- 1 Examine the nature of the curriculum and curriculum issues;
  - 2 Utilise selected models in the management of curriculum tasks;
  - 3 Learn and practise the procedures and strategies for curriculum improvement and change;
  - 4 Initiate curriculum projects for specific needs.



- COURSE CONTENT :**
- 1 Overview of the curriculum field
  - 2 Nature of the curriculum
  - 3 Principal's and vice-principal's curriculum responsibilities and tasks
  - 4 Selected models of curriculum development
    - ° objectives model
    - ° systems model
    - ° process model
  - 5 Utilisation of models for curriculum planning and improvement
    - ° setting goals
    - ° selecting content and learning experiences
    - ° organizing the curriculum: alternative forms of organization and approaches to integrating the curriculum,
    - ° evaluating the curriculum
    - ° resolving curriculum problems
  - 6 The principal and curriculum materials
  - 7 The principal as a curriculum change agent
    - ° facilitating change
    - ° initiating change

**ASSESSMENT :** The DEA(P) participants may initiate and develop a programme for specific needs and discuss the strategies for bringing about change. In carrying out the assignment, they are expected to utilise their experience, relevant reading and course learning.

- COURSE TITLE** : Integrating Curriculum Implementation
- DURATION** : 120 Hours
- LECTURERS** : Staff from the Schools of Arts and Language Studies, Sciences and Vocational Studies, and Education and Development Studies
- RATIONALE** : The ability of the primary school principals and vice-principals in creating a conducive environment for effective teaching and increased pupil learning is largely dependent on how the school curriculum is implemented. As instructional leaders of their schools, the primary school principals and vice-principals have to effectively manage the implementation of their school curriculum to bring about the desired environment for teaching and learning. Hence, the course on Integrating Curriculum Implementation has been designed to provide the prospective primary school principals and vice-principals with the required knowledge and skills for integrating curriculum implementation in their schools.
- OBJECTIVES** : The key objective of the course is to provide the participants in the Diploma in Educational Administration (Primary) Programme with the required knowledge and skills so that they will be able to :

- 1 Understand the different learning ability levels and developmental needs of their pupils in the different streams and the types of curriculum pattern/structure that have been designed by the Ministry of Education to meet their needs;
- 2 Manage pupil development and behaviour;
- 3 Manage effectively the implementation of the programmes for Language, Science and Mathematics, Social Studies and Moral Education and Aesthetic Education;
- 4 Manage the implementation of their school curriculum in an integrated way by ensuring that the tasks, the human resource, the structure and the technology are in line with the curricular plan.

**COURSE CONTENT :** The content for Integrating Curriculum Implementation is broadly classified into :

- 1 Managing Pupil Development (20 hours)
- 2 Managing the Cognate Areas (80 hours)
  - 2.1 Managing the Language Programmes (20 hours)
  - 2.2 Managing the Science and Mathematics Programmes (20 hours)
  - 2.3 Managing the Social Studies and Moral Education Programmes (20 hours)
  - 2.4 Managing the Aesthetic Education Programmes (20 hours)

3 Managing the Implementation of the School  
Curriculum (20 hours)

1 MANAGING PUPIL DEVELOPMENT (20 HOURS)

For Managing Pupil Development, the focus is on the development of primary school pupils in the Normal Bilingual, Extended Bilingual and Monolingual courses. The broad areas that are covered in the component of Managing Pupil Development are :

1.1 Normal Bilingual, Extended Bilingual and Monolingual Courses

- ° Developmental characteristics and needs of pupils from the different courses
- ° The Normal Bilingual, Extended Bilingual and Monolingual curriculum patterns/structures
- ° Supplementary instructional programmes to meet the varied needs of the pupils in the various courses

1.2 Management of Pupils

- ° Handling of pupils to promote social and emotional development
- ° Handling of pupils with social and emotional problems
- ° Development of systems for the management of pupils

## 2 MANAGING THE COGNATE AREAS (80 HOURS)

To be effective instructional leaders, primary school principals and vice-principals need to be familiar with trends, developments and issues in each of the cognate areas - Language, Science and Mathematics, Social Studies and Moral Education, and Aesthetic Education - as well as skills related to their management. To provide the requisite knowledge and skills, the content of Managing the Cognate Areas will focus on :

### 2.1 The Cognate Areas

- ° New trends, developments and issues in the cognate areas
- ° The impact of the new trends, developments and issues on the teaching/learning of the cognate areas
- ° New methodologies in the teaching of each cognate area
- ° Ways of assessing achievement and competency for each cognate area
- ° Innovative cognate programmes that are implemented in primary schools

### 2.2 Managing the Cognate Areas

- ° The roles of the primary school principal and vice-principal in the implementation of the cognate areas
- ° Supervision of teachers teaching the cognate areas

### 3 Managing the Implementation of the School

#### Curriculum (20 Hours)

The component of Managing the Implementation of the School Curriculum deals with the management of the tasks, human resource, structure (eg. classes and grade levels) and technology (eg. timetable, buildings, work plan, and library) in curriculum implementation to ensure that they are consistent with the needs of the pupils in the various streams. It covers the following broad areas :

#### 3.1 Planning Curriculum Implementation to

##### Integrate with the Needs of the Pupils

- ° Preparation of the proposed teacher complement
- ° Planning the grouping of pupils and their promotion
- ° Planning the school timetables
- ° Planning continual and semestral assessment: frequency, weightage, criteria of assessment and ways of conducting assessment

#### 3.2 Organizing and Controlling Curriculum

##### Implementation to Integrate with the Needs of the Pupils

- ° Organizing and controlling physical resources: funds, space, materials, equipment and library

- ° Monitoring the implementation of the curriculum in terms of appropriateness of curriculum materials and teaching methodologies
- ° Reporting of pupil performance : basic principles of reporting, methods of reporting and types of records

**ASSESSMENT** : For the assessment, the participants are required to complete a written assignment on managing curriculum implementation towards the end of the course and to submit progressive course exercises.

- COURSE TITLE** : Social, Economic and Political Aspects of Education
- DURATION** : 15 Hours
- LECTURERS** : Guest speakers and lecturers from the  
Institute of Education
- RATIONALE** : The course is intended to provide the DEA(P) participants with a better understanding of contemporary and future developments and issues in Singapore and the world. This understanding of the larger milieu will help participants to understand and support educational policies and make education more relevant for their pupils.
- OBJECTIVES** : The objectives of the course are to :
- 1 Study current social, economic and political developments and issues in Singapore and the world as well as future trends;
  - 2 Examine their implications for education and the roles of the primary school principals and vice-principals.
- COURSE CONTENT** : The course comprises the following areas :
- 1 Role of education in national development
  - 2 Social Development and Issues in Singapore and the World
    - ° Features and trends in social development
    - ° Current and future social goals



- ° Social problems and issues such as problems of youth, family life and national identity
- ° Implications for education

3 Economic Development and Issues in Singapore and the World

- ° Features and trends in economic development
- ° Current and future economic goals
- ° Economic problems and issues such as recession, world trade and protectionism
- ° Implications for education

4 Political Development and Issues in Singapore and the World

- ° Features and trends in political development
- ° Current and future political goals
- ° Political problems and issues such as power of government and individual rights, elections in Singapore and multi-polarism
- ° Implications for education

**ASSESSMENT** : There is no formal assessment. The DEA(P) participants will act as rapporteurs and submit reports for the respective sessions which will be collated into a general course report.

- COURSE TITLE** : School-Based Study
- DURATION** : 140 Hours
- LECTURERS** : Staff of Department of Educational Administration  
and Development Studies
- RATIONALE** : Knowing how to identify areas of concern and initiate improvements or innovations is a necessary task for the primary school principals and vice-principals. The School-Based Study is designed to equip participants with the knowledge and skills for carrying out action-oriented studies directed towards school improvement. Participants will learn to identify areas of concern or interest in a school and utilise the appropriate procedures for data collection and analysis as well as formulate and, wherever possible, implement action plans.
- OBJECTIVES** : The objectives of the course are to enable the DEA(P) participants to :
- 1 Utilise and apply the theoretical concepts and principles they have learnt on school management to the school setting;
  - 2 Familiarise themselves with the procedures for conducting school-based studies

**COURSE CONTENT :** The course content covers the aspects relevant to action-oriented research in the primary school setting. The topics are :

- 1 Overview - purpose and nature of school-based studies
- 2 Kinds of studies
- 3 Identifying area/topic of study
- 4 Terms and definitions
- 5 Use of literature
- 6 Procedures
  - planning the study
  - selecting design and procedure
  - collecting and analysing data
  - utilising findings and making recommendations
- 7 Formulating and implementing action plan
- 8 Writing up the report

**ASSESSMENT :** The DEA(P) participants will observe the management of the different aspects of a primary school, select a suitable area of concern or interest for their investigation, proceed to carry out their investigation and formulate and, wherever possible, implement an action plan as follow-up. They are required to submit a written report on their study from initiation through to recommendations and/or implementation.

- COURSE TITLE** : School Attachment
- DURATION** : 200 Hours
- LECTURERS** : Primary School Mentoring Principals and  
Staff of the Department of Educational Administration  
and Development Studies
- RATIONALE** : The School Attachment has been designed to further  
strengthen the practice- and practitioner-orientation  
of the DEA(P) programme. While the 515 hours of  
classroom coursework allow the DEA(P) participants  
to learn school management under simulated conditions,  
the School Attachment provides opportunities for  
them to "learn on the job" to be primary school  
principals and to handle real and realistic school  
management situations under the guidance of their  
mentoring principals. Given these opportunities,  
the DEA(P) participants can examine and analyze  
critically underlying school management theories  
against prevailing practices and apply/practise  
them.
- OBJECTIVES** : The twin objectives of the School Attachment are :  
1 The DEA(P) participants will be able to examine,  
analyze critically, apply and practise the  
conceptual, human relations and technical theories,

principles and skills of school management that they have acquired from the classroom coursework in a real life setting;

- 2 The DEA(P) participants will have concrete, first-hand and practical learning of school management skills and behaviours through :

- 2.1 Observation of their mentoring principals in the management of their schools;

- 2.2 Role-modeling of their mentors' effective school management skills and behaviours;

- 2.3 Undertaking of specific school management tasks that allow them to practise the pertinent skills and behaviours;

- 2.4 Feedback, coaching and counselling by their mentors and IE supervisors.

**COURSE CONTENT :** The School Attachment comprises two parts :

- 1 The Pre-Attachment Seminar
- 2 The On-the-Job School Attachment

#### 1 PRE-ATTACHMENT SEMINAR

The Pre-Attachment Seminar is 20 hours in duration. Its main objective is to prepare the mentoring principals and the DEA(P) participants for the On-the-Job School Attachment by providing opportunities for :

- 1.1 The mentoring principals to transfer skills to the DEA(P) participants through explanation, demonstration, observation and formative feedback in a simulated context;
- 1.2 The DEA(P) participants to familiarize themselves with the processes of the On-the-Job School Attachment.

The focus on the Pre-Attachment Seminar is on the imparting of skills such as human relations, problem-solving, conflict management, decision-making, delegation, planning and performance appraisal skills which will be useful to the participants in managing primary schools. The process skills are practised through a variety of simulations of critical incidents which are related to the management of primary schools.

Besides skills transference, the mentoring principals and the DEA(P) participants also jointly develop action guidelines which contain the tasks and skills that the latter will undertake and practise during the On-the-Job School Attachment. The guiding principles in the development of the action

guides are the entry behaviour needs of the DEA(P) participants and the needs of the primary schools to which they are attached.

## 2 ON-THE-JOB SCHOOL ATTACHMENT

The DEA(P) participants are attached to their matched primary schools for a minimum of 180 hours during the On-the-Job School Attachment. The minimum 180 hours are spread over 8 weeks: a block of 4 weeks in Term II and a block of 4 weeks in Term III of the academic year. For purposes of expanding their learning, the DEA(P) participants return to IE one afternoon per week during the attachment to review, share and clarify their learning experiences.

For each block of the On-the-Job School Attachment, the DEA(P) participants will work out with their mentoring principals :

- 2.1 The school management skills and behaviours they would like to learn and/or practise;
- 2.2 The areas of the school programme through which they could learn and/or practise the identified skills and behaviours.

In terms of content for the On-the-Job School Attachment, the DEA(P) participants are to :

2.3 Observe and role-model their mentoring principals' skills and behaviours in school management;

2.4 Apply and practise the conceptual, human relations and technical skills of school management by :

- Assessing the needs of the primary schools they are attached to;
- Planning, organizing, staffing, leading and controlling school programmes;
- Maintaining close rapport with the school staff and pupils;
- Contributing to the enrichment of the school environment through tapping and utilizing outside school resources;
- Gaining an understanding of and working within the Ministry of Education by-laws and regulations.

Under the guidance of their mentoring principals, the DEA(P) participants could start with management of specific programmes and then, if possible, work towards managing the total school during the second period of the On-the-Job School Attachment.



**ROLE OF MENTORING : Role of Mentoring Principals**  
**PRINCIPALS AND IE**  
**SUPERVISORS**

The school principals who have been selected as mentors by the Ministry of Education will provide opportunities for the DEA(P) participants who are attached to their schools to observe, role-model, undertake and practise the identified school management tasks, skills and behaviours. They guide, give feedback, coach and counsel participants to help them learn and to improve their practice of school management. They also provide feedback on the DEA(P) participants' learning progress.

**Role of the IE Supervisors**

The IE supervisors serve as facilitators during the On-the-Job Attachment. They visit with the mentoring principals and DEA(P) participants to facilitate the mentoring and learning process. They provide consultation and guidance to the DEA(P) participants on the development of action guidelines and the handling of management tasks and skills which they have mapped out with their mentoring principals. They also obtain and provide feedback on the DEA(P) participants' learning progress.

**ASSESSMENT** : The assessment of the DEA(P) participants for the School Attachment will be based on the feedback reports and on a written assignment. Each of the DEA(P) participants is required to submit for assessment a School Attachment Report. In line with the practice- and practitioner-orientation of the DEA(P) programme, the participants should demonstrate the following abilities in the report :

- 1 Ability to have a coherent overall view of a primary school and its management;
- 2 Ability to examine and analyze critically the knowledge on school management and to use/apply them in carrying out their tasks during the School Attachment;
- 3 Ability to identify situational variables in the primary school and to suggest appropriate forms of management based on the identified situational variables.

### Directed Studies

In addition to classes, provision is made for Directed Studies. Its purpose is to augment the formal classroom learning experiences of the DEA(P) participants. Scheduled times are provided for the participants to undertake library studies, consult their supervisors, attend additional classes/tutorial sessions, share learning experiences and conduct other interaction sessions.