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Nanyang Technological University
National Institute Of Education



**FURTHER
PROFESSIONAL DIPLOMA
IN EDUCATION
1994 - 95
HANDBOOK**

School of Education
Division of Policy & Management Studies

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**FURTHER PROFESSIONAL DIPLOMA IN
EDUCATION**

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INTRODUCTION

FURTHER PROFESSIONAL DIPLOMA IN EDUCATION (PRIMARY AND SECONDARY)

The Further Professional Diploma in Education programme is of one academic year duration. The programme offers specialisation in both primary and secondary school administration. It is designed to prepare heads of departments from schools and junior colleges for their managerial roles.

Admission Criteria

Participants of the programme may be graduates or non-graduates and are heads of departments in the schools.

The admission requirements are:

- (a) a minimum of 3 years' trained teaching experience and confirmed status in service,
- (b) good Staff Confidential Report records,
- (c) acceptable academic and teaching qualifications, and
- (d) ability to follow a course of study in English.

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

Job Focus of Programme

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

Aims of the Programme

In line with the effort of the Ministry of Education to implement the heads of departments scheme in schools, the Further Professional Diploma in Education programme aims to prepare heads of departments to:

- (a) Manage their department systematically and effectively,
- (b) Manage their curricular programmes to meet the needs of their pupils, and
- (c) Keep abreast of the latest curricular and departmental management trends and developments.

PROGRAMME STRUCTURE

The Further Professional Diploma in Education programme has the same structure for primary and secondary school

specialisation. It consists of three subjects and a period of school attachment. The three subjects and their related modules are as follows:

- (a) **Subject 1: School Management**
 - Module 1: Managerial Skills
 - Module 2: Personnel Management
 - Module 3: Instructional Headship and Effective Departmental Management
 - Module 4: Staff Development and Appraisal
- (b) **Subject 2: Curriculum Management**
 - Module 1: Classroom-Based Assessment & Evaluation
 - Module 2: Coordinating Curriculum Implementation in the Department
- (c) **Subject 3: Curriculum Evaluation, Trends and Special Needs Programmes**
 - Module 1: Trends and Issues in Schooling
 - Module 2: Developing Programmes for Pupils with Special Needs
- (d) School Attachment

The period of school attachment provides the head of department trainees with opportunities to practise performing tasks that are related to departmental and curricular programme management. The school attachment is done in one period of six weeks after the participants have completed all the course work.

Assessment

Participants are required to attend and pass all the subjects and the school attachment. Modules are assessed in a variety of ways, for example, through essays, school-based projects, and a research report. The first 3 modules of the School Management subject is assessed by a written examination. Participants will qualify for the award of the Further Professional Diploma in Education only on successful completion of coursework requirements in all the subjects and the school attachment.

SUBJECT OUTLINES

SUBJECT 1: SCHOOL MANAGEMENT (156 HOURS)

MODULE/DURATION:

SM601/621	Module 1: Managerial Skills (39 hrs)
SM602/622	Module 2: Personnel Management (39 hrs)
SM603/623	Module 3: Instructional Headship and Effective Departmental Management (39 hrs)
SM604/624	Module 4: Staff Development & Appraisal (39 hrs)

LECTURERS: Staff from the Division of Policy & Management Studies

RATIONALE: The course is designed to meet the needs of Heads of Departments in Singapore schools. The participants have, in addition to their classroom teaching duties, the responsibility for managing the departments they head and it is vital that they be knowledgeable and skilled. As Heads of Departments they have to attend to the professional development of their staff and to employ other managerial techniques and processes to develop competent teams. Emphasis will be placed on the role of Heads of Departments as instructional leaders and the need and ability

to work with people in order to achieve the effective implementation of instructional programmes. Emphasis on either primary or secondary headship will vary according to participants' needs.

OBJECTIVES:

At the end of the course participants will be able to:

- analyse and reflect on the roles, skills and responsibilities of the department head as both manager and instructional leader;
- understand the social and psychological factors that influence the behaviour of people at work;
- understand and practise skills that a head of department can use to bring about effectiveness and efficiency in his/her staff;
- develop a number of skills in decision-making, communication, team building, adult motivation, conflict resolution and managing stress in order to build an effective and efficient department;
- apply research techniques which can be used to provide data useful for instructional improvement and effective departmental performance;

- understand the key principles and issues in professional development;
- skilfully use managerial processes to develop competent and motivated teams;
- study major curriculum trends and issues and their implications for the programmes of the department;
- familiarise themselves with systematic approaches to programme development and implementation, and
- be able to analyse and reflect upon the roles & responsibilities of departmental leadership.

CONTENT:

SM 601/621: MANAGERIAL SKILLS (39 HOURS)

a. Communication

Skills in sending and receiving messages
Productive behaviour in team meetings
Interviewing skills
Report writing

b. Time Management

Strategies for managing time effectively

c. Change/Innovation

The process of change with an emphasis on the inevitability of change. Participants learn change strategies for themselves and their departments. They also learn how to confront resistance to change.

d. Power and Influence

Sources of power. Power vs. Authority, Influencing Strategies

e. Assertiveness

Interacting with colleagues as equals. Emphasis on mutual respect for our own rights and needs and those of other people.

- Styles of behaviour - passive, assertive, aggressive and verbal manipulative
- Verbal and non-verbal assertion
- Setting limits

f. Effective Meetings

Conducting effective meetings.

g. Resource Allocation

Resource allocation strategies in the department. Management information.

h. External Relations

Managing Interfaces

ASSESSMENT: Examination

**SM 602/622: PERSONNEL MANAGEMENT
(39 HOURS)**

a. Self Management

Self-awareness.
Why manage oneself?
How does one begin to manage oneself better?

b. Self Development

Taking charge of career and life planning

- Identifying personal skills and values
- Identifying skills that need to be developed
- Defining goals and action plans
- Developing a support network

c. Reframing
The need for leaders to look at issues from different perspectives. The gentle art of re-framing.

d. Human Relations Skills
Understanding and practice of

- active listening
- paraphrasing
- asking open-ended questions
- empathising
- giving credit

e. Motivation/Empowerment
Analysis of motivation and job satisfaction
Brief review of major motivation theories
Motivation in practice

f. Morale
Understanding morale
Factors affecting morale
Strategies for improving low morale
Morale and its links with motivation, leadership

g. Team Development
Characteristics of good team work
Stages in team building
Moving teams through stages in development
A systematic approach to team project work

h. Management of Stress
Discussion of teacher stress and burnout
Techniques for coping with stress

i. Selection and Deployment of Personnel

- Assessment of needs with respect to mission and goals of the school
- Job descriptions
- Selection processes

ASSESSMENT: Examination

**SM 603/623: INSTRUCTIONAL HEADSHIP &
EFFECTIVE DEPARTMENTAL
MANAGEMENT (39 HOURS)**

a. Leadership: Introduction

Theories of leadership - their impact on the departmental headship role

b. Problem Solving and Conflict Resolution

Problem Analysis
Problem Resolution Techniques
Problem teachers and teachers with problems
Managing conflict constructively

c. Decision Making

- Models of Decision Making
- Analysis of Decision Quality

d. Leadership Styles

Relationship - oriented style
Task - oriented style
Participative style

e. Leadership: Cultural Aspects

- Personal characteristics of a leader
- Leadership Attributes
- Organizational value system
- Cultural Values

f. Departmental Management

- HOD as instructional leader - roles, expectations and problems
- Programme planning, organizing, implementing and monitoring
- Managing and appraising ongoing programmes

ASSESSMENT: Examination

**SM 604/624: STAFF DEVELOPMENT & APPRAISAL
(39 HOURS)**

a. Staff Development

The head of department's role in staff development
School-based in-service training
Developing staff through school-based workshops
Orientating programme of staff development
Self-development as part of staff development

b. Identifying Training Needs

Approaches and types of analyses for determining the training needs.

c. Training and Development

Factors influencing training and development.
Role of HOD in training and development.
Establishing training objectives and selecting training methods.

d. Staff Appraisal

Preparing for a structured discussion about teacher development.
Conducting a structured discussion.
Using documentation to support development.

e. Adaptive Supervision

Purposes of supervision and monitoring.
How teachers should be supervised and their work monitored.
Factors to be considered in supervision and monitoring.

f. Target Management

Identifying individual work targets
The process of collaborative target setting
Personal target management

g. Delegation

What is good delegation?
The skills of delegation
The use of delegation as a planning and controlling technique and as a form of staff development
Delegation in relation to the total management picture

h. Effective Presentation

Speaking confidently
Researching and organizing the presentation
The use of visual aids

ASSESSMENT: The assessment requirements will be explained to students during the first session.

**PROGRAMME STRUCTURE
FURTHER PROFESSIONAL DIPLOMA IN EDUCATION
(PRIMARY)**

CURRICULUM	CONTACT DURING	HOURS SEMESTERS		EXAMINATION/ASSIGNMENT		Date for submitting projects/Exams
		Hours	July	Jan	Testing Mode	
I SUBJECTS & MODULES						
<u>SUBJECT A</u> SCHOOL MANAGEMENT Modules:						
1. Managerial Skills	39	39		Examination (A 3-hour written examination for modules 1-3 for 70% of total marks)	A to F	Apr. '95
2. Personnel Management	39	39				
3. Instructional Headship & Effective Departmental Management	39		39	Assignment (30%)	A to F	Apr. '95
4. Staff Development & Appraisal	39		39			
Sub-total	156	78	78			
<u>SUBJECT B</u> CURRICULUM MANAGEMENT Modules:						
5. Classroom-Based Assessment and Evaluation	32	32		1 term paper (40%)	A to F	Oct. '94
6. Coordinating Curriculum Implementation in the Department	52	52		1 project report (60%)	A to F	Oct. '94
Sub-total	84	84				
<u>SUBJECT C</u> CURRICULUM TRENDS AND SPECIAL NEEDS PROGRAMMES Modules:						
7. Trends & Issues in Schooling	32	32		1 assignment (50%)	A to F	Oct. '94
8. Developing Programmes for Pupils with Special Needs	32		32	1 project report (50%)	A to F	Apr. '95
Sub-total	64	32	32			
SCHOOL ATTACHMENT	6 wks		6 wks	Assessment of 6-week School Attachment Tasks	Pass/ Fail	Apr. '95
OTHERS: Pre-attachment activities and Micro-supervision workshop	26					
Sub-total	26 + 6 wks		26 + 6 wks			
TOTAL	330 + 6 wks	194	136 + 6 wks			

**PROGRAMME STRUCTURE
FURTHER PROFESSIONAL DIPLOMA IN EDUCATION
(SECONDARY)**

CURRICULUM	CONTACT DURING		HOURS SEMESTERS		EXAMINATION/ASSIGNMENT		Date for submitting projects/Exams
	Hours		July	Jan	Testing Mode	Grades	
I SUBJECTS & MODULES							
<u>SUBJECT A</u> SCHOOL MANAGEMENT Modules:							
1. Managerial Skills	39			39	Examination (A 3-hour written examination for modules 1-3 for 70% of total marks)	A to F	Apr. '95
2. Personnel Management	39			39			
3. Instructional Headship & Effective Departmental Management	39	39					
4. Staff Development & Appraisal	39		39		1 Project (30%)	A to F	Oct. '94
Sub-total	156		78	78			
<u>SUBJECT B</u> CURRICULUM MANAGEMENT Modules:							
5. Classroom-Based Assessment and Evaluation	32			32	1 term paper (40%)	A to F	Apr. '95
6. Coordinating Curriculum Implementation in the Department	52		52		1 project report (60%)	A to F	Oct. '94
Sub-total	84		52	32			
<u>SUBJECT C</u> CURRICULUM TRENDS AND SPECIAL NEEDS PROGRAMMES Modules:							
7. Trends & Issues in Schooling	32		32		1 assignment (50%)	A to F	Oct. '94
8. Developing Programmes for Pupils with Special Needs	32		32		1 project report (50%)	A to F	Oct. '94
Sub-total	64		64				
SCHOOL ATTACHMENT	6 wks			6 wks	Assessment of 6-week School Attachment Tasks	Pass/ Fail	Apr. '95
OTHERS: Pre-attachment activities and Micro-supervision workshop	26						
Sub-total	26 + 6 wks			26 + 6 wks			
TOTAL	330 + 6 wks		194	136 + 6 wks			

**SUBJECT 2: CURRICULUM MANAGEMENT
(84 HOURS)**

MODULE/DURATION:

**CM 601/621 CLASSROOM-BASED ASSESSMENT &
EVALUATION (32 HOURS)**

LECTURERS: Staff from the Psychological Studies and from the Division of Policy and Management Studies

RATIONALE: Heads of Departments in planning and implementing instructional programmes, need to assess and evaluate the effectiveness of the curriculum and instructional strategies in terms of student learning. They need to be able to guide and advise staff on the management of classroom-based assessment. They also need to undertake evaluations.

OBJECTIVES:

The objectives of the course are to enable participants to:

- use principles of student learning to improve the quality of assessment.
- to guide and advise staff on assessment procedures and alternatives.
- analyse and reflect upon the significance of classroom-based assessment for improvement of student learning.

- manage and interpret assessment data for different educational purposes.
- use, interpret and identify limitations of performance indicators in total quality management.
- develop an evaluation plan.

CONTENT:

- The role of assessment and evaluation in the improvement of student learning, continuous and semestral assessment. Formative and summative assessment and evaluation.
- The potential purposes of assessment in the classroom context: guiding student learning, administrative, guidance and counselling, and research.
- Goals, objectives and assessment procedures: assessment of cognitive, affective and psychomotor outcomes.
- Assessing cognitive learning: use of selection-type items and supply-type questions.
- Assessing affective and psychomotor characteristics: use of checklists, rating scales and observation schedules.
- Improving item/question quality: item/question analysis and ensuring test quality: validity and reliability.
- Describing test performance: measures of central tendency, dispersion and correlation.

- Reporting test performance: use of derived scores and pupil profiles.
- Evaluation techniques and procedures.
- Development of an evaluation plan.
- Classroom-based assessment: Problems and Issues: Future Challenges.

ASSESSMENT: By assignment.

MODULE/DURATION:

**CM 641 - 645 (P) CO-ORDINATING CURRICULUM
CM 671 - 678 (S) IMPLEMENTATION IN THE
DEPARTMENT (52 HOURS)**

LECTURERS: Staff from the Schools of Education, Arts, Science and Physical Education

RATIONALE: The module focuses on the managerial and instructional responsibilities of the Head of Department and the development of professional competence and leadership in coordinating the implementation and evaluation of the curriculum with specific reference to the disciplines and programmes under the charge of

the respective Heads of Department. It is assumed that the Heads of Departments are engaged in curriculum planning, organisation, delegation, coordination, assessment, and the guidance of their teachers. The module will familiarise them with theoretical frameworks, new approaches and developments for the disciplines in the department, and their implications for teaching and learning. They will also examine ways to maximise utilisation of resources, and strategies to solve problems that may arise in curriculum implementation and evaluation. Finally the module will equip them with knowledge and skills necessary for managing the professional development and supervision of teachers in the department.

OBJECTIVES:

The objectives of the module are to:

- familiarise participants with the theoretical frameworks, goals and features, and current trends and developments in their respective disciplines;
- familiarise participants with current thinking and research on the methodology of teaching and related issues for the disciplines in their departments;
- provide participants with the relevant knowledge for planning, managing, supervising and evaluating the programmes in the department.

CONTENT:

Curriculum Issues

- Assumptions, trends and developments in the disciplines of the department
- Trends and research in pedagogy
- Learning theories and their implications for instruction

Tasks of the Head of Department

- Planning, implementing and monitoring programmes
- Coordinating programmes
- Managing instructional problems
- Initiating and implementing enrichment and remedial programmes
- Assessing pupil achievement - assessment modes, setting, vetting and moderation of test and examination papers
- Managing resources to maximise instructional effectiveness - instructional material, computer-aided instruction, laboratories or special rooms

ASSESSMENT: The assessment requirements will be explained to students during the first session.

**SUBJECT 3: CURRICULUM EVALUATION, TRENDS & SPECIAL NEEDS PROGRAMMES
(64 HOURS)**

MODULE/DURATION:

**CE 601/621 TRENDS AND ISSUES IN
SCHOOLING (32 HOURS)**

LECTURERS: Staff from the Division of Policy and Management Studies

RATIONALE: Heads of Department must be able to envision and function as forward-looking instructional leaders in the school system. To be effective leaders, they must be responsive to the present and future needs of learners and the fast-changing society they live in. One important facet of the head of department's role is that he should serve as an advisor to the Principal in matters of curriculum development and instructional strategies. This requires him to go beyond merely managing the implementation of the subject programme/s under his purview. He will need to have the mental orientation and skills to anticipate, envision and plan for future changes in the school curriculum. Emphasis on either primary or secondary headship will vary according to participants' needs.

OBJECTIVES:

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

- obtain new insights about current and future trends that impact on education and schooling in the next decade;
- begin to apply the training in the futuring process by planning for the department leadership role beyond the immediate years, and
- continue with their professional growth by keeping abreast of new developments in education through reading and reflecting on the implications for the school and classroom.

CONTENT:

- Introduction to the nature and usefulness of Futures Studies for educational leaders
- Lectures and group-work on a model of Futures Studies that involves seven stages of activities:
 - a) Brainstorming
 - b) Delphi Survey
 - c) Futures Wheel
 - d) Cross-Impact Matrix
 - e) Scenario-building
 - f) Previewing and premising
 - g) Applications by the Head of Department for his role as a team member and middle-management leader in the school.

- How to use futures research and other resources as a basis of envisioning and planning for desirable changes in education.

ASSESSMENT:

The assessment requirements will be explained to students during the first session.

MODULE/DURATION:

**CE 602/622 DEVELOPING PROGRAMMES FOR
PUPILS WITH SPECIAL NEEDS
(32 HOURS)**

LECTURERS: Staff from the Division of Psychological Studies

RATIONALE: To achieve academic excellence in schools, Heads of Departments are instructional leaders in their respective curriculum areas. To be effective leaders, however, they need to be sensitive to the developmental needs of pupils to maximize their learning. They should also be equipped with the necessary knowledge and skills in identifying and assessing pupils with special needs and to facilitate their learning/development.

OBJECTIVES:

At the end of the course, participants will be able to:

- understand and appreciate the individual differences of pupils and their varying needs
- identify and assess pupils who may have special needs
- plan appropriate programmes/intervention strategies for such pupils

- supervise and evaluate the implementation of individual and group enrichment/remedial programmes as well as helping interventions for pupils with special needs

CONTENT:

- Introduction and overview
- Catering to individual needs of pupils
- Catering to developmental needs of pupils
- Catering to the learning needs of pupils
- Identification & assessment of special needs of pupils
- The problem of underachievement
- Teaching pupils with learning difficulties
- Identifying and understanding pupils with behavioural/emotional problems
- The helping relationship and helping strategies
- The school-home link in helping pupils with special needs.

ASSESSMENT: By assignment.

SCHOOL ATTACHMENT

Introduction

From the general information given in the preceeding pages it can be seen that the FPDE programme consists of broad areas of School Management, Curriculum Management, Curriculum Evaluation, Trends & Special Needs Programme and the School Attachment. The School Attachment forms the core of the programme and it is here that the theory, skills, concepts and principles of good departmental management and leadership are put into practice. As such, the School Attachment will be carried out after participants have completed all course work. The Practicum is intended to prepare participants so that they will be able to:

- (a) improve their instructional leadership and other headship skills through performing tasks in the planning, organisation and implementation of instructional programmes within the department;
- (b) use problem-solving strategies to identify and analyse problems related to curriculum planning, development, implementation and evaluation and to devise alternative strategies to improve teaching programmes;
- (c) plan and conduct, where necessary, workshops for teachers in an area of need in the department;
- (d) evaluate the outcomes of teaching programmes and innovations in the department and to make recommendations for further improvements, and
- (e) supervise teachers in classroom teaching and develop a supervisory programme for staff in a department.

Areas

There are three component areas of the School Attachment:

- **A Teacher Supervision Skills Course** followed by **Micro-supervision Workshops**. These courses involve an analysis of the knowledge and skills required for good teacher supervision. This is of paramount importance as Heads of Departments-in-training will be required to supervise their staff during the School Attachment. In the on-campus training, participants will supervise micro-teaching sessions of peers.
- **School Attachment**. The School Attachment is the six week period of on-the-job training in which time he/she will be coached by his/her Principal and the NIE Supervisor to work collaboratively with colleagues and to learn more about the roles and responsibilities associated with the Head of Department's position. During the attachment, the HOD-in-training should have opportunities to acquire direct experience in managing and implementing instructional programmes. New ideas, concepts, principles and skills acquired in the further professional programmes should be put into practice whenever feasible. **It is expected that the HOD-in-training will draw on his/her course work in applying the principles of departmental management to his/her attachment tasks.**