Diploma in Education (General)
Diploma in Education (Mother Tongue specialisations)
Diploma in Physical Education
Diploma in Art/Music/Home Economics Education
Diploma in Special Education (SSTs)
Diploma in Special Education (SEN Officers)
Diploma in School Counselling

Nanyang Technological University
National Institute of Education
1 Nanyang Walk
Singapore 637616
Republic of Singapore

NTU Reg. No. 200604393R

Jul 2026

ENQUIRIES

For enquiries on admission to Initial Teacher Preparation (ITP) programmes offered by National Institute of Education (NIE),

please email to:

nieadmtp@nie.edu.sg

You may wish to visit the NIE homepage for information on the ITP Programmes:

https://www.ntu.edu.sg/nie

For information on the NIE programmes that the Ministry of Education (MOE) offers to its sponsored candidates, please refer to the MOE website:

https://www.moe.gov.sg/careers/become-teachers

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*These programmes are currently not offered

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General Information

Introduction

The National Institute of Education (NIE) offers a variety of Initial Teacher Preparation (ITP) programmes leading to Diplomas for teachers in primary or secondary schools. Details of these programmes are indicated in the following paragraphs.

The **Diploma in Education (Dip Ed)** programme is a two-year full-time programme meant for GCE 'A' Level holders and Polytechnic Diploma holders.

The one-year **Diploma in Education (Teaching of Chinese Language at Primary Level)** programme is for Diploma holders who have completed their three-year Diploma in Chinese Studies at Ngee Ann Polytechnic. This Programme will prepare student teachers for the teaching of Chinese Language at the primary school level.

The one-year **Diploma in Education (Teaching of Tamil Language at Primary Level)** programme is for Diploma holders who have completed their three-year Diploma in Tamil Studies with Early Education at Ngee Ann Polytechnic. This Programme will prepare student teachers for the teaching of Tamil Language at the primary school level.

There are two versions of the Dip Ed programme: the General and the Specialisation programmes. The General programme prepares student teachers to become generalist teachers. The Specialisation programmes provide for specialisation in the teaching of the Mother Tongue languages, Art or Music at the primary or secondary school level.

The **Diploma in Physical Education (Dip PE)** programme is for GCE 'A' Level holders and Polytechnic Diploma holders. The two-year full-time programme offers dual-level teacher preparation with teacher certification at the primary level.

The **Diploma in Art Education (Dip Art Ed)** and **Diploma in Music Education (Dip Music Ed)** programmes are two-year full-time programmes for Polytechnic or Nanyang Academy of Fine Arts (NAFA) or LASALLE College of the Arts Diploma holders of Fine Art or Music. The programmes train student teachers to become specialist primary or secondary school teachers in their

respective subjects. For those who have completed NAFA's three-year Diploma in Art (Teaching) or Music (Teaching), the Dip Art Ed and Dip Music Ed Programmes are one-year full-time ones. These programmes train student teachers to become specialist primary or secondary school teachers in their respective subjects.

The one-year **Diploma in Home Economics Education** programme is for Temasek Polytechnic Diploma holders in Consumer Science and Technology. This programme will prepare student teachers for teaching Home Economics at the secondary school level.

The one-year full-time **Diploma in Special Education** programme is for nominated teachers of special education organisations and Special Educational Needs Officers (SEN Officers) from the Ministry of Education. A one and a half year part-time programme is also offered for nominated teachers of special education organisations. The programme trains student teachers for the teaching of special needs children in organisations and schools.

The eight-month full-time **Diploma in School Counselling** programme is offered to train non-teachers for the position of School Counsellors.

All the above programmes are administered by the Office of Teacher Education & Undergraduate Programmes (TEUP), which is committed to nurturing tomorrow's educators.

Aims of Programmes

The **Diploma in Education** programme is designed to prepare well-informed, competent and reflective teachers. Such teachers will have an understanding of the key concepts and principles of teaching and learning and should be able to implement, analyse and theorise about key instructional processes. They will be able to discharge competently their teaching responsibilities in a variety of classroom and school contexts in a professional and committed manner.

The **Diploma in Physical Education** programme seeks to develop professional competence and expertise in teaching Physical Education as a major subject. It seeks to enable student teachers to follow an academic and knowledge-based approach to the

subject area of Physical Education. The programme aims to give student teachers a grasp of the psychological, sociological and philosophical principles essential to an understanding of the teaching process. It offers dual-level teacher preparation with teacher certification at the primary level.

The **Diploma in Art/Music/Home Economics Education** programmes provides professional training for specialist teachers in Art, Music and Home Economics. They are designed to prepare well-informed, competent and reflective teachers who have an understanding of the key concepts and principles of teaching and learning, a strong foundation in the subject matter of their chosen area, and the ability to apply such knowledge and skills effectively in their teaching.

The **Diploma in Special Education** programme is designed specifically to train teachers of children with special needs and Special Educational Needs Officers (SEN Officers). They will acquire basic knowledge of the key areas of child development, educational theory and the aetiology of the major types of special educational needs. The programme will equip them with the skills necessary for the identification of specific special educational needs as well as the diagnosis and assessment of individual weaknesses. They will be able to develop competency in a range of teaching skills, plan and evaluate individualised intervention programmes for their own area of disability specialisation.

The **Diploma in School Counselling** programme provides entry-level training for counselling with children and adolescents. The programme aims to provide school counsellor trainees with the ability to apply evidence-based approaches to help school students develop their strengths to deal effectively with life issues.

Duration of Programmes

For full-time programmes, with the exception of the one-year Diploma in Education programmes (Teaching of Chinese/Tamil Language at Primary Level), Diploma in Art/Music/Home Economics Education programmes and Diploma in Special Education programmes, the Diploma programmes extend over a period of two academic years. For Diploma in School Counselling programme, it extends over a period of eight months. For the part-

time Diploma in Special Education programme, it extends over a period of one and a half years.

Under normal circumstances, no candidate pursuing a two-year diploma programme will be permitted to take more than three years to complete the programme of study and pass the examination for Diploma programmes. For student teachers pursuing the eight-month or one-year diploma programme, no candidate will be permitted to take more than two years to complete the programme of study and pass the examination for the Diploma Programmes. In the case of student teachers pursuing a one and a half year diploma programme, no candidate will be permitted to take more than two and a half years to complete the programme of study and pass the examination for the Diploma Programmes.

The Academic Unit System

The University adopts the Academic Unit System, that is, academic units are used to measure academic workload per semester and per academic year. The academic year is currently divided into two semesters.

The Academic Unit (AU) provides a consistent measure of the student teacher's academic workload related to both class attendance and independent preparation. Used to weight courses in a subject taught for the duration of one semester of 13 teaching weeks, each Academic Unit represents an average workload of one hour per week in the form of lecture/tutorial classes, or three hours per week in the form of laboratory/field work sessions. For example, a typical course with one lecture hour per week and one tutorial hour per week carries 2 AUs. Academic Units are calculated on a course basis, that is, subjects are made up of courses, and each course carries a certain number of AUs.

Academic Calendar

The academic year is made up of two semesters as follows:

Academic Year 2026-2027

Programme	Dates of Orientation (O+) / Teaching Weeks (TW) / Recess (R) / Vacation (V)	Dates of Revision / Examination / Compulsory Events	Dates of Practicum
Dip Ed Year 1 Dip PE Year 1 Dip Art Ed Year 1 Dip Music Ed Year 1	**Semester 1** O+ : 27 Jul 2026 – 07 Aug 2026 TW : 10 Aug 2026 – 13 Nov 2026 R : 26 Sept 2026 – 04 Oct 2026 V : 05 Dec 2026 – 10 Jan 2027 **Semester 2** TW : 11 Jan 2027 – 16 Apr 2027 R : 27 Feb 2027 – 07 Mar 2027 V : 08 May 2027 – 08 Aug 2027	16 Nov 2026 - 04 Dec 2026 19 Apr 2027 – 07 May 2027	NIL 28 Jun 2027 – 30 Jul 2027* (5 weeks of Teaching Practice 1 during the vacation before Year 2)
Dip Ed Year 2 Dip PE Year 2 Dip Art Ed Year 2 Dip Music Ed Year 2	**Semester 1** TW : 10 Aug 2026 – 13 Nov 2026 R : 26 Sept 2026 – 04 Oct 2026 V : 05 Dec 2026 – 10 Jan 2027 **Semester 2** TW : 11 Jan 2027 – 16 Apr 2027 R : 13 Mar 2027 – 21 Mar 2027	16 Nov 2026 - 04 Dec 2026 19 Apr 2027 – 07 May 2027 10 May 2027 - 21 May 2027 (Beginning Teachers' Orientation Programme)	NIL 22 Feb 2027 – 07 May 2027** (10 weeks of Teaching Practice 2)
Dip Ed (1-Year CL Prog) Dip Ed (1-Year TL Prog) Dip Art Ed (1-Year Prog) Dip Music Ed (1-Year Prog)	**Semester 1** O+ : 27 Jul 2026 – 07 Aug 2026 TW : 10 Aug 2026 – 13 Nov 2026 R : 26 Sept 2026 – 04 Oct 2026 V : 05 Dec 2026 – 10 Jan 2027 **Semester 2** TW : 11 Jan 2027 – 16 Apr 2027 R : 13 Mar 2027 – 21 Mar 2027	- 10 May 2027 - 21 May 2027 (Beginning Teachers' Orientation Programme)	NIL 22 Feb 2027 – 07 May 2027** (10 weeks of Teaching Practice)
DISE SST (1-Year Prog) (Jan 2026 Intake)	**Semester 1** O+ : 08 Jan 2026 – 09 Jan 2026 TW : 12 Jan 2026 – 29 May 2026 R : 14 Mar 2026 – 22 Mar 2026 V : 30 May 2026 – 28 Jun 2026 **Semester 2** TW : 29 Jun 2026 – 20 Nov 2026 R : 05 Sep 2026 – 13 Sep 2026	- -	NIL 10 Aug 2026 – 23 Oct 2026**@ (10 weeks of Practicum)
DISE SST (1-Year Prog) (Jan 2027 Intake)	**Semester 1** O+ : 07 Jan 2027 – 08 Jan 2027 TW : 11 Jan 2027 – 28 May 2027 R : 13 Mar 2027 – 21 Mar 2027 V : 29 May 2027 – 27 Jun 2027 **Semester 2** TW : 28 Jun 2027 – 19 Nov 2027 R : 04 Sep 2027 - 12 Sep 2027	- -	09 Aug 2027 - 22 Oct 2027**# (10 weeks of Practicum)

Programme	Dates of Orientation (O+) / Teaching Weeks (TW) / Recess (R) / Vacation (V)	Dates of Revision / Examination / Compulsory Events	Dates of Practicum
DISE (SENO) (1-Year Prog) (Jul 2026 Intake)	**Semester 1** O+ : 27 Jul 2026 – 07 Aug 2026 TW : 10 Aug 2026 – 04 Dec 2026 R : 26 Sept 2026– 04 Oct 2026	-	

Programme	Dates of Orientation (O+) / Teaching Weeks (TW) / Recess (R) / Vacation (V)	Dates of Revision / Examination / Compulsory Events	Dates of Practicum
	V : 05 Dec 2026 – 10 Jan 2027 **Semester 2** TW : 11 Jan 2027 – 19 Feb 2027 R : 13 Mar 2027 – 21 Mar 2027		22 Feb 2027 – 07 May 2027** (10 weeks of Teaching Practice)
Diploma in School Counselling (Jul 2026 Intake)	**Semester 1** O+ : 27 Jul 2026 - 07 Aug 2026 TW : 10 Aug 2026 – 13 Nov 2026 R : 05 Sep 2026 – 13 Sep 2026 V : 14 Nov 2026 – 31 Dec 2026 **Semester 2** Nil	- - -	NIL 01 Jan 2027 – 23 Apr 2027# (16 weeks of Practicum)

* Practicum starts during vacation period
** If NTU recess falls within the Practicum period, that programme will follow the school's one week break
@ May be subjected to changes in alignment with MOE's 2026 School Calendar
# May be subjected to changes in alignment with MOE's 2027 School Calendar

Applications

Candidates who are interested in the Diploma in Education programme can apply online through the Ministry of Education (MOE) website at https://www.moe.gov.sg/careers/become-teachers. More information regarding the Diploma programme and the various application windows can be found on the website.

Direct Application to NIE

Candidates can apply for entry into the Diploma programmes directly to NIE on a full fee-paying basis. Application forms can be downloaded from the website at:

https://www.ntu.edu.sg/nie/admissions/itp-faqs/full-fee-paying-faq and it is downloadable only during the application period. Applications normally open from mid-January to mid-March.

ENTRY REQUIREMENTS FOR DIPLOMA PROGRAMMES

(I) DIPLOMA IN EDUCATION (Dip Ed) PROGRAMME

1 Minimum Entry Requirements into the Dip Ed Programme for GCE 'A' Level Holders

(a) To be considered for admission, applicants for the **Dip Ed** programmes must possess:

For GCE 'A' Level Examinations Taken up to Year 2006

(i) A Singapore-Cambridge GCE Advanced Level Examination Certificate or its equivalent with at least two advanced level passes and two ordinary level passes including a pass in General Paper (English) obtained in one or two sittings of the examination; **and**

(ii) Passes in at least five subjects including English as a First Language obtained at the Singapore-Cambridge GCE Ordinary Level Examination.

For GCE 'A' Level Examinations Taken from Year 2007 Onwards

(i) A Singapore-Cambridge GCE Advanced Level Examination Certificate or its equivalent with passes in at least two subjects at H2 level and 2 subjects at H1 level including a pass in General Paper (or Knowledge and Inquiry at H2 level) taken in one or two sittings of the examination; **and**

(ii) Where applicable, passes in at least five subjects including English as a First Language obtained at the Singapore-Cambridge GCE Ordinary Examination.

(b) **In addition** to the requirements stipulated at (a), the following requirements must also be met for the specialisations indicated:

For ***specialisation in teaching at primary school level***, where applicable, applicants must also possess a pass in Mathematics at least at the GCE Ordinary Level Examination.

For ***specialisation in teaching Chinese/Malay/Tamil,*** applicants must satisfy the requirements at (a) (i) above except that the pass in General Paper (English) is waived. In addition, applicants must possess:

(i) Where applicable, at least a Grade B3 in Higher Chinese/Higher Malay/Higher Tamil at the GCE Ordinary Level Examination or at least a Grade A2 in Chinese/Malay/Tamil at the GCE Ordinary Level Examination; **or**

(ii) A pass in Higher Chinese/Higher Malay/Higher Tamil or Chinese Language and Literature/Malay Language and Literature/Tamil Language and Literature at advanced level/H2 level or at least a Grade A2 in Chinese Language/Malay Language/Tamil Language at 'AO' Level at the GCE Advanced Level Examination or at least a Grade B in Chinese Language/Malay Language/ Tamil Language at H1 level in the GCE Advanced Level Examination.

For ***specialisation in teaching Music***, applicants must also possess ABRSM Grade 7 for Practical. Applicants who are shortlisted for this specialisation will be required to undergo a five-minute audition. The audition will include at least one of the following, viz perform prepared pieces on first and/or second instruments; sight read on first instrument; sight sing; harmonise simple melody on first/second instrument; or improvise a simple piece.

For ***specialisation in teaching Art,*** applicants must also possess a pass at least at Grade C in Art at 'A' Level or H2 level in the GCE Advanced Level Examination or Grade A2 in Art at the GCE Ordinary Level Examination. Applicants who are shortlisted for this specialisation will be required to attend an art-focused interview.

(c) Applicants may be required to sit for the Entrance Proficiency Test and other tests.

2 Minimum Entry Requirements into the Dip Ed Programme for International Baccalaureate Diploma Holders

(a) To be considered for admission, applicants for the Dip Ed Programme must possess:

(i) A good overall IB Diploma score; **and**

(ii) Pass at least at grade 4 in English done at standard level; **and**

(iii) Where applicable, a minimum grade of C6 in at least five subjects including English as a First Language taken at the GCE 'O' Level Examination.

(b) **In addition** to the requirements stipulated at (a), the following requirements must also be met for the specialisations indicated:

For ***specialisation in teaching at primary school level***, where applicable, applicants must possess a pass at least at grade 4 in Mathematics done at standard level and a pass in Mathematics at least at the GCE Ordinary Level Examination.

For ***specialisation in teaching Chinese/Malay/Tamil,*** applicants must also possess:

(i) Where applicable, a pass at least at Grade B3 in Higher Chinese/Higher Malay/Higher Tamil at the GCE Ordinary Level Examination or at least a Grade A2 in Chinese/Malay/Tamil at the GCE Ordinary Level Examination; **or**

(ii) Where applicable, a pass at least at grade 4 for Chinese/Malay/Tamil Language done at higher level or a pass at least at grade 6 for Chinese/Malay/Tamil Language done at standard level.

For ***specialisation in teaching Music*****,** applicants must also possess ABRSM Grade 7 for Practical. Applicants who are shortlisted for this specialisation will be required to undergo a five-minute audition. The audition will include at least one of the following, viz perform prepared pieces on first and/or second instruments; sight read on first instrument; sight sing; harmonise simple melody on first/second instrument; or improvise a simple piece.

For ***specialisation in teaching Art*****,** applicants must also possess at least grade 4 for Art done at higher level or a pass at least grade 6 for Art done at standard level. Applicants who are shortlisted for this specialisation will be required to attend an art-focused interview.

(c) Applicants may be required to sit for the Entrance Proficiency Test and other tests

3 Minimum Entry Requirements into the Dip Ed Programme for Polytechnic Diploma Holders or the Equivalent, and National Institute of Early Childhood Development Diploma Holders

(a) To be considered for admission, applicants for the Dip Ed Programme must possess:

(i) A Polytechnic Diploma or the equivalent; **or**

(ii) A Diploma from the National Institute of Early Childhood Development

(b) **In addition** to the requirements stipulated at (a), the following requirements must also be met for the specialisations indicated:

For ***specialisation in teaching Chinese/Malay/Tamil***, applicants must also possess:

(i) Where applicable, at least a Grade B3 in Higher Chinese/Higher Malay/Higher Tamil at the GCE Ordinary Level Examination or at least a Grade A2 in Chinese/Malay/Tamil at the GCE Ordinary Level Examination; **or**

(ii) Where applicable, a pass in Higher Chinese/Higher Malay/Higher Tamil or Chinese Language and Literature/Malay Language and Literature/Tamil Language and Literature at advanced level/H2 level or at least a Grade A2 in Chinese Language/Malay Language/Tamil Language at 'AO' Level at the GCE Advanced Level Examination or at least a Grade B in Chinese Language/Malay Language/Tamil Language at H1 level in the GCE Advanced Level Examination.

(c) Applicants may be required to sit for the Entrance Proficiency Test and other tests.

(II) DIPLOMA IN PHYSICAL EDUCATION (Dip PE) PROGRAMME

1 Minimum Entry Requirements into the Dip PE Programme for GCE 'A' Level Holders

To be considered for admission, applicants for the Dip PE programme must possess:

<u>For GCE 'A' Level Examinations Taken up to Year 2006</u>

(i) A Singapore-Cambridge GCE Advanced Level Examination Certificate or its equivalent with at least two advanced level passes and two ordinary level passes including a pass in General Paper (English) obtained in one or two sittings of the examination; **and**

(ii) Passes in at least five subjects including English as a First Language obtained at the Singapore-Cambridge GCE Ordinary Level Examination, where applicable; **and**

(iii) A pass in Mathematics at least at the GCE 'Ordinary Level Examination

<u>For GCE 'A' Level Examinations Taken from Year 2007 Onwards</u>

(i) A Singapore-Cambridge GCE Advanced Level Examination Certificate or its equivalent with passes in at least two subjects at H2 level and 2 subjects at H1 level including a pass in General Paper (or Knowledge and Inquiry at H2 level) taken in one or two sittings of the examination; **and**

(ii) Where applicable, passes in at least five subjects including English as a First Language obtained at the Singapore-Cambridge GCE Ordinary Examination.

2 Minimum Entry Requirements into the Dip PE Programme for International Baccalaureate Diploma Holders

(i) A good overall IB Diploma score; **and**

(ii) Pass at least at grade 4 in English and Mathematics done at standard level; **and**

(iii) Where applicable, a minimum grade of C6 in at least five subjects including English as a First Language taken at the GCE 'O' Level Examination.

3 Minimum Entry Requirements into the Dip PE Programme for Polytechnic Diploma Holders or the Equivalent, and National Institute of Early Childhood Development Diploma Holders

Candidates are eligible to apply for admission to the Teaching Physical Education at Primary School Level Specialisation in the Diploma in Physical Education Programme if they possess the following:

(i) A Polytechnic Diploma or the Equivalent; **or**

(ii) A Diploma from the National Institute of Early Childhood Development

Applicants may be required to sit for an Entrance Proficiency Test and other tests. Applicants who propose to read Physical Education must have passed the Physical Proficiency Test conducted by the Physical Education and Sports Science Academic Group before admission.

(III) DIPLOMA IN ART/MUSIC EDUCATION PROGRAMME

1 Minimum Entry Requirements for Two-Year Diploma in Art Education Programme (Primary):

(a) A Polytechnic Diploma or the equivalent; **or**

(b) A Diploma from the National Institute of Early Childhood Development; **or**

(c) A Nanyang Academy of Fine Arts (NAFA); **or**

LASALLE College of the Arts Diploma; **or**
International Baccalaureate Diploma; **or**
Singapore-Cambridge GCE Advanced Level Certificate with passes in at least two subjects at 'A'/H2 Level and two subjects at 'AO'/H1 Level including a pass in General Paper (or Knowledge and Inquiry at H2 Level) taken in one or two sittings of the examination; **and**

Where applicable, passes in at least five subjects including English as a First Language obtained at the Singapore-Cambridge GCE Ordinary Level Examination; **or**

(d) Candidates without Art-related Diplomas should possess Art qualifications **and/or** strong art portfolios. Shortlisted applicants may be required to pass an art-focused interview conducted by NIE.

2 Minimum Entry Requirements for Two-Year Diploma in Art Education Programme (Secondary):

(a) A Polytechnic Diploma or the equivalent; **or**

(b) A Diploma from the National Institute of Early Childhood Development; **or**

(c) A Nanyang Academy of Fine Arts (NAFA) **or** LASALLE College of the Arts Diploma in Fine Art; **and**

Where applicable, passes in at least five subjects including English as a First Language obtained at the Singapore-Cambridge GCE Ordinary Level Examination; **or**

(d) Candidates without Art-related Diplomas should possess Art qualifications **and/or** strong art portfolios. Shortlisted

applicants may be required to pass an art-focused interview conducted by NIE.

3 Minimum Entry Requirements for One-Year Diploma in Art Education Programme for Holders of Nanyang Academy of Fine Arts (NAFA) Diploma in Art (Teaching):

(a) Successful completion of the three-year Diploma in Art (Teaching) conducted by Nanyang Academy of Fine Arts (NAFA); **and**

(b) Where applicable, passes in at least five subjects including English as a First Language and good grades in Art obtained at the Singapore-Cambridge GCE Ordinary Level Examinations.

4 Minimum Entry Requirements for Two-Year Diploma in Music Education Programme (Primary):

(a) A Polytechnic Diploma or the equivalent; **or**

(b) A Diploma from the National Institute of Early Childhood Development; **or**

(c) A Nanyang Academy of Fine Arts (NAFA); **or**

LASALLE College of the Arts Diploma; **or**
International Baccalaureate Diploma; **or**
Singapore-Cambridge GCE Advanced Level Certificate with passes in at least two subjects at 'A'/H2 Level and two subjects at 'AO'/H1 Level including a pass in General Paper (or Knowledge and Inquiry at H2 Level) taken in one or two sittings of the examination; **and**

Where applicable, passes in at least five subjects including English as a First Language obtained at the Singapore-Cambridge GCE Ordinary Level Examination; **or**

(d) Candidates without Music-related Diplomas should possess Music qualifications **and/or** strong music making/creating records in and/or outside of school.

Note: All shortlisted applicants will attend an interview cum audition comprising:

- A solo performance (with accompanist/s where

applicable) on an instrument (or voice) of one or two prepared pieces amounting to 3-5 minutes from any genre / style.

- Musicianship tests which may include
  (i) Aural skills (e.g., singing back a melody that was played)
  (ii) Accompanying / improvising using pitched / unpitched instrument from any musical tradition
  (iii) Music theory pegged at approximately Grades 5/6 of examination boards (e.g., ABRSM, Trinity)

Applicants are welcome to submit a music portfolio documenting their music / music education / relevant music-industrial experiences. These may include but are not limited to

- Evidence of active practical experience in music making (e.g., Western, Indian, Chinese, and Malay Music, Pop / Jazz, Concert Band, Choir)
- Presentation/s of compositions / arrangements / remixes if this is an area of interest and strength of the applicant (all forms of notation and audio-visual files are acceptable)
- Music certificates
- Candidates who do not have documentary evidence of their relevant musical experiences can speak about them during the audition/interview and may be requested to articulate their knowledge or demonstrate the appropriate skills.

5 Minimum Entry Requirements for Two-Year Diploma in Music Education Programme (Secondary):

(a) A Polytechnic Diploma or the equivalent; **or**

(b) A Diploma from the National Institute of Early Childhood Development; **or**

(c) A Nanyang Academy of Fine Arts (NAFA); **or**

LASALLE College of the Arts Diploma; **or**
International Baccalaureate Diploma; **or**
Singapore-Cambridge GCE Advanced Level Certificate with passes in at least two subjects at ‘A’/H2 Level and

two subjects at 'AO'/H1 Level including a pass in General Paper (or Knowledge and Inquiry at H2 Level) taken in one or two sittings of the examination; **and**

Where applicable, passes in at least five subjects including English as a First Language obtained at the Singapore-Cambridge GCE Ordinary Level Examination; **or**

(d) Candidates without Music-related Diplomas should possess Music qualifications **and/or** strong music making/creating records in and/or outside of school.

Note: All shortlisted applicants will attend an interview cum audition comprising:

- A solo performance (with accompanist/s where applicable) on an instrument (or voice) of one or two prepared pieces amounting to 3-5 minutes from any genre/style.
- Musicianship tests which may include
  (i) Aural skills (e.g., singing back a melody that was played)
  (ii) Accompanying / improvising using pitched / unpitched instrument from any musical tradition
  (iii) Music theory pegged at approximately Grades 5/6 of examination boards (e.g., ABRSM, Trinity)

Applicants are welcome to submit a music portfolio documenting their music/music education/relevant music-industrial experiences. These may include but are not limited to

- Evidence of active practical experience in music making (e.g., Western, Indian, Chinese, and Malay Music, Pop/Jazz, Concert Band, Choir)
- Presentation/s of compositions / arrangements / remixes if this is an area of interest and strength of the applicant (all forms of notation and audio-visual files are acceptable)
- Music certificates
- Candidates who do not have documentary evidence of their relevant musical experiences can

speak about them during the audition/interview and may be requested to articulate their knowledge or demonstrate the appropriate skills.

6 Minimum Entry Requirements for One-Year Diploma in Music Education Programme for Holders of Nanyang Academy of Fine Arts (NAFA) Diploma in Music (Teaching):

(a) Successful completion of the three-year Diploma in Music (Teaching) conducted by Nanyang Academy of Fine Arts (NAFA); **and**

(b) Where applicable, passes in at least five subjects including English as a First Language obtained at the Singapore-Cambridge GCE Ordinary Level Examinations;

(IV) DIPLOMA IN HOME ECONOMICS EDUCATION PROGRAMME (1-YEAR)

Minimum Entry Requirements for One-Year Diploma in Home Economics Education Programme for Holders of Temasek Polytechnic's Diploma in Consumer Science & Technology:

(a) Successful completion of the three-year Diploma in Consumer Science and Technology conducted by Temasek Polytechnic; **and**

(b) Where applicable, passes in at least five subjects including English as a First Language, Mathematics (Elementary or Additional), one Science subject and any two other subjects obtained at the Singapore-Cambridge GCE Ordinary Level Examination.

(V) DIPLOMA IN EDUCATION PROGRAMME (CHINESE LANGUAGE) (1-YEAR)

Minimum Entry Requirements for One-Year Diploma in Education (Chinese Language) Programme for Holders of Ngee Ann Polytechnic's Diploma in Chinese Studies

(a) Successful completion of the three-year Diploma in Chinese Studies conducted by Ngee Ann Polytechnic;

and

(b) Where applicable, passes in at least five subjects obtained at the Singapore-Cambridge GCE Ordinary Level Examination. The passes must include at least grade C5 in English as a First Language as well as either grade B4 in Higher Chinese Language or grade A2 in Chinese Language.

(VI) DIPLOMA IN EDUCATION PROGRAMME (TAMIL LANGUAGE) (1-YEAR)

Minimum Entry Requirements for One-Year Diploma in Education (Tamil Language) Programme for Holders of Ngee Ann Polytechnic's Diploma in Tamil Studies with Early Education

(a) Successful completion of the three-year Diploma in Tamil Studies with Early Education conducted by Ngee Ann Polytechnic; **and**

(b) Where applicable, passes in at least five subjects obtained at the Singapore-Cambridge GCE Ordinary Level Examination. The passes must include at least grade C5 in English as a First Language as well as either grade B4 in Higher Tamil Language or grade A2 in Tamil Language.

(VII) DIPLOMA IN SPECIAL EDUCATION PROGRAMME

1 Minimum Entry Requirements for One-Year Diploma in Special Education Programme for Special Education Schools' Teachers

(a) Two 'A' level/H2 and two 'AO' level/H1 subjects including General Paper; **or**

A Polytechnic diploma or the equivalent; **or**

A good IB overall Diploma score; **or**

A Diploma from the Nanyang Academy of Fine Arts (NAFA); **or**

A Diploma from the LASALLE College of the Arts; **or**

A recognised University Degree; **or**

A Diploma from the National Institute of Early Childhood Development; **and**

(b) A minimum of one month relevant experience.

2 Minimum Entry Requirements for One-Year Diploma in Special Education Programme for Special Educational Needs Officers (SEN Officers)

(a) Two 'A' level/H2 and two 'AO' level/H1 subjects including General Paper; **or**

A Polytechnic diploma or the equivalent; **or**

A good overall IB Diploma score; **or**

A Diploma from the Nanyang Academy of Fine Arts (NAFA); **or**

A Diploma from the LASALLE College of the Arts; **or**

A Diploma from the National Institute of Early Childhood Development; **or**

A recognised University Degree.

(b) Applicants may be required to sit for the Entrance Proficiency Test and other tests.

3 Minimum Entry Requirements for One and a Half-Year Diploma in Special Education Programme for Special Education Schools' Teachers (Part-Time)

(a) Two 'A' level/H2 and two 'AO' level/H1 subjects including General Paper; **or**

A Polytechnic diploma or the equivalent; **or**

A good IB overall Diploma score; **or**

A Diploma from the Nanyang Academy of Fine Arts (NAFA); **or**

A Diploma from the LASALLE College of the Arts; **or**

A Diploma from the National Institute of Early Childhood Development; **or**

A recognised University Degree; **and**

(b) A minimum of one month relevant experience.

(VIII) DIPLOMA IN SCHOOL COUNSELLING PROGRAMME

Entry Requirements for eight-month Diploma in School Counselling

(a) A recognised Diploma qualification; **and**

(b) Nominated by the Ministry of Education.

NO STUDENT TEACHER MAY PURSUE CONCURRENTLY ANY PROGRAMME OF STUDY AT ANOTHER INSTITUTION OF LEARNING WHEN ENROLLED AS A FULL-TIME STUDENT TEACHER AT THIS INSTITUTE.

Examinations, Assessment of Coursework & Practicum

Different modes of assessment have been built into the coursework. These include tests/practical tests, essay assignments, project work, progress ratings and examinations. Examinations will be held at the end of each semester. There will be no supplementary examinations. No special examination will be held for student teachers who are not able to take any paper because of illness or other special reason. Such student teachers and those who fail an examination will be allowed to take the examination only on the next occasion when it is conducted.

Student teachers must successfully complete all prescribed academic unit requirement as set out by the programme curriculum and earn a minimum Cumulative Grade Point Average (CGPA) of 2.00 at the end of the final semester of study before qualifying for the award of the Diploma. Student teachers are responsible for ensuring that they register for all the courses and examinations necessary to fulfil the requirements of their programme of study. Student teachers are not allowed to re-take an examination in order to improve on the grades of courses they have passed. The grades for a course taken by any student teachers in all attempts are reflected on the official transcript. The diploma classification will be based on the CGPA student teachers obtain throughout their programme of study as well as performance in Practicum. Credit earned in other approved institutions will be excluded from CGPA computation.

Grade Point Average (GPA) System

The Grade Point Average (GPA) system is applicable to all student teachers admitted to Year 1 with effect from the academic year 2005-2006.

1 Grade and grade points are assigned as follows:

Letter-Grade	Grade Point	Academic Unit (AU)
A+	5.00	AU is earned
A	5.00	
A-	4.50	
B+	4.00	
B	3.50	
B-	3.00	
C+	2.50	
C	2.00	
D+	1.50	
D	1.00	
F	0.00	No AU is earned

2 The following non-letter grades and notations are also used, but will not be counted in computation of CGPA

*	-	Courses with Pass/Fail grading only
IP	-	In-Progress
ABS	-	Absent (with valid reasons)
DIST/CR/P/F	-	Distinction/Credit/Pass/Fail (Grading for Practicum only)

3 The Cumulative Grade Point Average (CGPA) represents the grade average of all courses (including failed courses) attempted by a student teacher.

The computation of CGPA is as follows:

$$\frac{[\text{Grade Point x AU for course 1}] + [\text{Grade Point x AU for course X}] + \ldots\ldots}{[\text{Total AU attempted in all the semesters so far}]}$$

4 The CGPA will be reflected on student teachers' transcripts.

5 An 'F' grade obtained in a course, and a new grade attained for the subsequent repeat, will be both reflected on the transcript. Both grades will also be counted in the computation of CGPA. No AU is earned for courses with 'F' grade.

6 Student teachers are not allowed to repeat any courses taken except those with 'F' grade.

7 **The requirements for graduation are as follows:**

a) Successful completion of the prescribed academic unit requirement as set out by the programme curriculum.

b) A minimum CGPA of 2.00 is required at the end of the final semester of study.

8 **The criteria for satisfactory academic standing in any given semester are:**

a) Maintaining a minimum CGPA of 2.00

b) Completing at least 75% of the normal AU workload

9 **Student teachers with poor standing will be subjected to the following performance review:**

a) Academic Warning – if the CGPA falls below 2.00 for any given semester.

b) Academic Probation – if the CGPA falls below 2.00 for the following semester.

c) Academic Termination – if the CGPA falls below 2.00 for the 3rd consecutive semester, or at the end of the final semester of study. A letter of termination will be issued.

Appeal against termination on the grounds of extenuating circumstances may be made, subject to the following rules:

a) The appeal must be submitted to NIE within 2 weeks after release of semester examination results or before the start of next semester, whichever is earlier.

b) Only one appeal is allowed per candidature.

10 A minimum CGPA of 2.00 must be maintained at the end of each semester to qualify for the overloading of courses.

11 The cut-off CGPA for Diploma programme classification (with the exception of Diploma in School Counselling) is as follows:

Class of Award	CGPA Range	Minimum Final Practicum Grade *
Distinction	4.50 – 5.00	Credit
Credit	3.50 – 4.49	Pass
Pass	2.00 – 3.49	Pass

*The final Practicum Grade is based on the grade obtained at the first attempt for Teaching Practice. A student teacher who fails at the first attempt for Teaching Practice but subsequently passes it is only eligible for the Pass Award for the Diploma regardless of the grade obtained for repeat Teaching Practice and the CGPA obtained.

12 The cut-off CGPA for Diploma in School Counselling programme classification is as follows:

Class of Award	CGPA Range	Minimum Final Practicum Grade *
Distinction	4.50 – 5.00	Pass
Credit	3.50 – 4.49	Pass
Pass	2.00 – 3.49	Pass

*The final Practicum Grade is based on the grade obtained at the first attempt for Clinical Practicum. A student who fails at the first attempt for Clinical Practicum but subsequently passes it is only eligible for the Pass Award for the Diploma regardless of CGPA obtained.

Certificate in English Language Studies (CELS)

Dip Ed Primary student teachers studying English Language as a Curriculum Studies (CS) are required by the Ministry of Education to do language enhancement courses leading to the Certificate in English Language Studies (CELS). Spread over the two years of the Dip Ed programme, CELS courses are designed to benefit student teachers in two ways: to equip them with the content knowledge for teaching English confidently, and to enhance their language and communication skills so that they can serve as good models of spoken and written English.

The Meranti Project

The Meranti Programme is named after the Meranti tree, a rainforest tree which is native to Singapore and the region. This tree produces resilient and valuable hardwood timber. Growing strong and tall in the forest, it provides shelter and home for other plants and animals. It is envisioned that student teachers emerging from the Meranti experience will carry with them resilience and hope so that they can provide a conducive environment for student-teachers to thrive and grow. This programme serves to promote both personal and professional development. This is accomplished through open sharing sessions and activities to help student teachers experience the core competencies of social and emotional learning. Student teachers will have the opportunity to share their personal aspirations with their peers and express their opinions in an open and supportive environment.

The programme aims to help student teachers develop better self-awareness, learn better ideas of working with diversity in the classroom. Student teachers will learn strategies for coping with being a teacher and gain an affirmation of choosing teaching as a profession. Values and skills to be inculcated and developed are based on the MOE's 21st Century Competencies and Student Outcomes, NIE's Attributes of 21st Century Teaching Professional (V3SK model) and the Graduand Teacher Competencies.

(The Meranti Project does not cater to students/student teachers in the DSC and DISE Programme.)

Talks, Seminars, Workshops and Other Activities

During the period of training, student teachers are expected not only to study diligently but also to participate actively in talks, seminars, workshops, and other activities organised for them. These activities form an integral part of the programme.

Academic Integrity

The Institute advises all student teachers to respect all copyrighted works and encourages the purchase of original textbooks and/or other copyrighted materials that are required for their programme of study. Student teachers should not plagiarise or pass off as their

own, the writing or ideas of another, without acknowledging or crediting the source from which the ideas are taken.

The Institute takes a serious view of any form of plagiarism and infringement of copyright by student teachers. A contravention of the provisions of the Copyright Act is deemed to be a breach of the Institute's rules and regulations, which could result in disciplinary action. Cheating, plagiarism, and other forms of academic dishonesty are considered serious offences for which disciplinary penalties will be imposed.

Please refer to the NIE Academic Integrity Framework available on the NIE Portal for more details.

Academic Structure of Programmes

Structure of Diploma Programmes

Core Courses and Prescribed Electives:

The programmes comprise seven areas of study which are classified under core courses and prescribed electives:

Core course: Compulsory courses that must be passed to fulfil programme requirements.

Prescribed Elective: Electives that form a certain field of specialisation in a particular programme.

Contents of Programmes

The areas of study in the Diploma programmes are:

a) Education Studies
b) Curriculum Studies
c) Subject Knowledge
d) Practicum
e) Language Enhancement and Academic Discourse Skills
f) Clinical Practicum *(for Dip in School Counselling only)*
g) Academic Subject (*for Dip PE only*)

Education Studies

This category of study is compulsory and should be taken by all student teachers. Student teachers will learn the key concepts and principles of education necessary for effective teaching and reflective practice in schools.

Curriculum Studies

This category is designed to give student teachers the skills to teach their subjects. They will be trained in the methods and techniques of teaching these subjects.

a) Diploma in Education Programmes

Dip Ed (Teaching General Subjects at the Primary Level) Programme

Student teachers will take three out of the following Curriculum Studies subjects:

- The Teaching of English Language
- The Teaching of Mathematics
- The Teaching of Science
- The Teaching of Social Studies

Student teachers under the **Two-Year Dip Ed (Teaching of CL/ML/TL at the Primary Level)** programme will take the following Curriculum Studies subjects:

CS1: The Teaching of Chinese/Malay/Tamil Language
CS2: The Teaching of Character and Citizenship Education (Chinese/Malay/Tamil)

Student teachers under the **One-Year Dip Ed (Teaching of CL at the Primary Level)** Programme will take the following Curriculum Studies Subjects:

CS1: The Teaching of Chinese Language
CS2: The Teaching of Character and Citizenship Education (Chinese)*

*Student teachers would have taken CS2 as part of their Diploma in Chinese Studies, during their one semester attachment at NIE.

Student teachers under the **One-Year Dip Ed (Teaching of TL at the Primary Level)** Programme will take the following Curriculum Studies Subjects:

CS1: The Teaching of Tamil Language

Student teachers under the **Dip Ed (Teaching of ML/TL at the Secondary Level)** programme will take the following Curriculum Studies subjects:

CS1: The Teaching of Malay/Tamil Language
CS2: The Teaching of Malay/Tamil Literature

Student teachers under the **Dip Ed (Teaching of Art/Music)** programme will take the following Curriculum Studies subjects:

CS1:The Teaching of Art/Music

CS2: The Teaching of English Language/Mathematics at Lower Secondary Level

b) Diploma in Physical Education Programme

Student teachers under the **Dip PE** programme will take compulsory PE Curriculum Studies subjects and PE Academic subjects.

c) Diploma in Art/Music/Home Economics Education Programmes

Student teachers under the **Dip Art/Music/HE Ed** programmes specialise in the methodology of teaching their specialist subject at the primary or secondary school level.

d) Diploma in Special Education

Special Schools' Teachers (SSTs) as well as the Special Educational Needs Officers (SEN Officers) under the **Diploma in Special Education** programme will take the Special Education courses as their Curriculum Studies subjects.

e) Diploma in School Counselling

Students under the **Diploma in School Counselling** will take Education Studies subjects and Clinical Practicum.

Subject Knowledge

This area of study aims to reinforce subject content for student teachers. It is aimed at making sure our student teachers will be secure in the content of the school curriculum.

The subject chosen in this area must align with the curriculum studies subject areas.

Student teachers under the one-year Dip HE Ed programme are exempted from this component.

Practicum

The Practicum courses are compulsory for all student teachers.

Teaching Practicum is a very important component of the diploma programme. Student teachers will apply their knowledge and skills for the teaching subjects they are trained in and develop their

teaching competencies in a variety of instructional contexts and at different levels under the guidance and supervision of cooperating teachers, school coordinating mentors and university lecturers. They will learn from experienced school mentors about the schooling process and prepare themselves for their roles and responsibilities in teaching.

The Practicum will allow student teachers to draw upon the knowledge and skills acquired in the Education Studies, Curriculum Studies, and Subject Knowledge courses to develop their contextualised pedagogical knowledge.

Depending on whether it is a one-year or two-year programme, the Practicum will either be one 10-week school attachment period, or comprise two school attachment periods, namely, a 5-week Teaching Practice 1 (TP1), and a 10-week Teaching Practice 2 (TP2).

Language Enhancement and Academic Discourse Skills (LEADS)

This component is aimed at improving the use of oral and written language in teaching.

Clinical Practicum *(for Dip in School Counselling only)*

This course is the field work component of the Diploma of School Counselling. It has a strong application and pragmatic focus. Under close supervision, trainee school counsellors will learn to apply the theories and skills in the actual counselling settings. They will develop various competencies, including building therapeutic alliance, applying basic counselling skills, integrating counselling approaches, conducting individual and group counselling, and documenting case notes and reports.

Academic Subject (*for Dip in PE only*)

Dip PE student teachers will study one Academic Subject, which will be Physical Education.

Diploma in Education (Dip Ed) Programme
(Teaching General Subjects at Primary Level) (Two-Year)

Curriculum Structure for Dip Ed (Primary) Programme (Teaching General Subjects at Primary Level)

The curriculum structure of the Dip Ed (Primary) Programme is shown in Table 1 below:

Table 1: Curriculum Structure for Dip Ed (Primary) Programme (Teaching General Subjects at Primary Level)

Year 1

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	DED003	Pedagogical Practices	3
	DED005	Professional Practice and Inquiry	1
	DED106	Teaching and Managing Learners at the Primary Level	2
	DED110	Assessing Learning and Performance	1
	DED111	Group Endeavours in Service Learning	1
	DED112	Educational Psychology: Theories and Application for Learning and Teaching	2
	DED113	Designing Future-Ready Learning with Technology	2
CURRICULUM STUDIES (Select 3 areas)			
English Language	DCE100	Teaching Reading and Writing 1	3
Mathematics	DCM100	Teaching and Learning of Primary Mathematics I	3
Science	DCS100	Curriculum and Pedagogy for Primary Science	3
Social Studies	DCL100	Teaching Social Studies in the Primary Classroom I	3
SUBJECT KNOWLEDGE (Select 3 areas aligned with the Curriculum Studies subjects)			
English Language	DSE100	Grammar	3
	DSE102	Exploring the Language & Structure of Texts	3
Mathematics	DSM100	Number Topics	3
	DSM101	Geometry Topics	3
Science	DSS100	Selected Topics for Primary Science Teaching (Biological Science)	3
Social Studies	DSL102	Identity and Community	2
	DSL103	Singapore: Challenges and Responses	2
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
	DLK102	English for Academic and Professional Purposes	2
PRACTICUM			
	DPR103	Teaching Practice 1	5

Note: In addition to the core courses and the required number of prescribed electives, student teachers are required by the Ministry of Education to undertake a compulsory Certificate in English Language Studies (CELS). Description of CELS is available on page 26.

Year 2

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	DED204	Character and Citizenship Education in the Singapore Context	2
CURRICULUM STUDIES (Further studies in the 3 areas taken in Year 1)			
English Language	DCE200	Teaching Reading and Writing 2	3
	DCE201	Teaching Oral Communication	2
Mathematics	DCM200	Teaching and Learning of Primary Mathematics II	3
	DCM201	Teaching and Learning of Primary Mathematics III	2
Science	DCS200	Assessment Modes and Resource Management in Primary Science	3
	DCS201	Innovations in Design and Practices for Primary Science	2
Social Studies	DCL200	Teaching Social Studies in the Primary Classroom II	3
	DCL201	Managing Diversity in the Social Studies Classroom	2
SUBJECT KNOWLEDGE (Further studies in the 3 areas taken in Year 1)			
Science	DSS201	Selected Topics for Primary Science Teaching (Physical Science)	3
Social Studies	DSL201	Asian Civilisations: Origins and Legacies	2
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
	DLK202	Communication Skills for Teachers	2
PRACTICUM			
	DPR203	Teaching Practice 2	10

Contents of Core Courses

EDUCATION STUDIES

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DED003	Pedagogical Practices	Core	3	-
	DED005	Professional Practice and Inquiry	Core	1	-
	DED106	Teaching and Managing Learners at the Primary Level	Core	2	-
	DED110	Assessing Learning and Performance	Core	1	-
	DED111	Group Endeavours in Service Learning	Core	1	-
	DED112	Educational Psychology: Theories and Application for Learning and Teaching	Core	2	-
	DED113	Designing Future-Ready Learning with Technology	Core	2	-
	DED204	Character and Citizenship Education in the Singapore Context	Core	2	-

DED003 Pedagogical Practices

This course explores teachers' pedagogical practices and introduces the Singapore Teaching Practice (STP) to student teachers. The STP makes explicit how effective teaching and learning are achieved in Singapore schools through four teaching processes: lesson preparation, lesson enactment, assessment and feedback, and positive classroom culture. The course provides student teachers with opportunities to examine classroom practices and critically reflect on how these practices relate to the four teaching processes. Student teachers will develop fundamental skills, knowledge, and strategies to become more effective classroom teachers while developing sensitivity towards learner diversity in the classroom.

DED004 Professional Practice and Inquiry *(for DipEd Pri 1-yr)*
DED005 Professional Practice and Inquiry *(for DipEd Pri 2-yr)*

This course provides student teachers with a foundation for understanding the process of integrating and aggregating their learning, being reflective, and establishing the theory-practice connection in their practice. In particular, this course will provide avenues for students to:

1. explore and reflect on their professional beliefs,
2. understand the process of inquiring into their practice, and
3. articulate their growing understanding of what constitutes a 21st-century professional, pivoted on NIE's value-based V3SK framework.

Through structured reflection and engagement with practice, student teachers are supported in constructing a coherent sense of professional self and articulating their evolving beliefs about teaching and learning.

Embedded within the PPI course is the use of a Digital Portfolio to facilitate student teachers' construction of their conceptual framework of learning. Supported by the Digital Portfolio, the course aids the aggregation and integration of students' learning across the various courses at NIE to prepare them for practice. During practicum, the Digital Portfolio facilitates students' inquiry into their own practice with a focus on the Theory-Practice Nexus. In addition, students articulate their growing understanding of what constitutes professional practice in relation to NIE's Graduand Competency Dimensions.

DED106 Teaching and Managing Learners at the Primary Level

Mainstream primary schools in Singapore attend to students of diverse backgrounds, needs, and abilities across their different stages of development, underscoring the need for effective classroom management to support meaningful learning in the classroom. This requires application of relevant classroom management approaches and practices to understand and guide students' behaviour, foster their active engagement in learning, and promote their social and emotional growth.

This course aims to equip student teachers with knowledge and skills in managing learning and behaviour of students in order to establish a safe, inclusive, and supportive classroom environment.

Emphasis will be placed on the theory-practice link to strengthen competencies of student teachers with respect to classroom management issues and challenges. Student teachers will also reflect critically on how they can appropriate for themselves, key guiding principles, and classroom management strategies which they can adapt for their own practices in working with diverse learners in our local primary context.

DED110 Assessing Learning and Performance

This course provides participants with the ability to understand and apply the basic principles of educational assessment. The course will discuss the principles of educational measurement of learning. It aims to equip future teachers with the necessary knowledge and skills to monitor, appraise and evaluate learners' content knowledge, progress, and performance achievement. This course will cover traditional paper and pencil testing methods and performance-based, authentic assessment procedures. The course will also include discussions on using assessment for learning.

DED111 Group Endeavours in Service Learning

Group Endeavours in Service Learning (GESL) is a mandatory two semester service-learning community engagement project for all student teachers. It involves community outreach and engagement and provides student teachers with the opportunity to 'learn to serve' and 'serve to learn' within local communities. Working in teams of 10 to 15, student teachers co-design and implement a service-learning project in partnership with one or more community organisations. GESL provides the opportunity for groups to broaden their knowledge and understanding of the community needs and challenges. GESL also seeks to empower student teachers through a hands-

on approach of organising service-learning projects that meet both the identified community needs and student teachers' learning objectives. Through the experience of conducting a service-learning project, student teachers will cultivate important skills and competencies such as needs analysis, project management, teamwork, decision-making, and empathy. In addition, they develop social-emotional competencies that are essential for their future roles as educators and community leaders.

DED112 Educational Psychology: Theories and Applications for Learning and Teaching

This course aims to provide student teachers with the foundation for understanding 21st century learners, learner development, and the psychology of learning and motivation. The areas covered in the course include understanding the processes of learning, approaches to enhancing student motivation, learning, and thinking. Theories with a focus on students' psychosocial and cognitive development will also be introduced and their implications for classroom-practice considered. In particular, the course will explore how students' intellectual, social, emotional, personal, and moral development take place.

DED113 Designing Future-Ready Learning with Technology

This course is designed to equip you with the knowledge and skills to design meaningful, technology-enhanced learning experiences that develop future-ready learners. You will learn to thoughtfully integrate content, pedagogy, and technology to create impactful and innovative lessons for diverse classroom settings.

Specifically, the course aims to enable you to:

- Analyse and apply 21st Century Quality Learning characteristics and e-Pedagogy to design technology-enhanced lesson design.

This includes exploring how digital technological tools, particularly Generative AI (Gen AI), can be used to innovate teaching, activate prior knowledge, personalise learning, and foster collaboration, reflection, and deeper understanding of teaching subject contents.

- Integrate cyber wellness and other ethical considerations into all phases of lesson design, promoting the safe and responsible use of technology in classrooms. You will examine issues related to Gen AI, such as academic integrity, bias, and digital citizenship, to ensure equitable and reflective learning environments.
- Demonstrate practical competency by designing, implementing, and critically reflecting on innovative learning activities. This includes creatively applying Gen AI for teaching, learning, and assessment to develop engaging, tech-mediated differentiated strategies that empower active, ethical, and future-ready learners, in alignment with Singapore's EdTech Masterplan.

DED204 Character and Citizenship Education in the Singapore Context

This course seeks to equip pre-service teachers with a deep appreciation of why Character and Citizenship Education (CCE) is central to education, what CCE encompasses, and how it can be effectively promoted in schools. In addition to building professional knowledge and pedagogical skills, the course is designed to support the development of teacher identity by guiding pre-service teachers to reflect on and shape their values, beliefs, and professional roles as CCE educators.

You will explore the “What, Why & How” of CCE, engaging with core concepts and examining their relevance to your emerging professional identity. Through interactive discussions, case studies, and experiential activities, you will learn to apply effective pedagogical principles and strategies for teaching and learning in CCE. The course will also develop your capacity to design and facilitate meaningful CCE learning experiences that foster students’ growth, while providing structured opportunities for reflection on how these practices align with your evolving sense of purpose as educators.

CURRICULUM STUDIES

The Teaching of English Language

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCE100	Teaching Reading and Writing 1	Core	3	-
2	DCE200	Teaching Reading and Writing 2	Core	3	-
	DCE201	Teaching Oral Communication	Core	2	-

DCE100 Teaching Reading and Writing 1

This course will equip student teachers with the knowledge of instructional and learning processes and strategies to teach reading and writing at the lower primary levels. Student teachers will learn how language is learnt at home and in school so that they will be able to select teaching strategies that are appropriate for multilingual classrooms. They will become familiar with the 2020 English Language Syllabus, and the methods of monitoring and assessing pupils' reading and writing at the lower primary levels. Student teachers will also learn how to use children's literature as resources for teaching reading and writing at these levels.

DCE200 Teaching Reading and Writing 2

This course will equip student teachers with the strategies for teaching reading and writing at the upper primary levels. Student teachers will learn strategies for teaching the reading and writing of fiction, non-fiction and multimodal texts, monitoring and assessing reading and writing and how to integrate grammar and vocabulary teaching with these strategies. The MOE 2020 English Language Syllabus will be revisited to identify the learning outcomes to be achieved at the upper primary levels.

DCE201 Teaching Oral Communication

This course will focus on the teaching and assessment of children's oral communication skills. Student teachers will learn how to teach children to express themselves in oral presentations as well as in group discussions.

Student teachers will become familiar with the learning outcomes for oral communication as specified in the 2020 English Language Syllabus and learn how to plan lessons using a range of resources to teach speaking, representing, listening, and viewing.

The Teaching of Mathematics

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCM100	Teaching and Learning of Primary Mathematics I	Core	3	-
2	DCM200	Teaching and Learning of Primary Mathematics II	Core	3	-
	DCM201	Teaching and Learning of Primary Mathematics III	Core	2	-

DCM100 Teaching and Learning of Primary Mathematics I

Overview of the Singapore Primary Mathematics Curriculum; NE infusion; Preparation of Scheme of Work and Lesson Plans; Pedagogical Strategies and Psychological Theories; Teaching of Whole Numbers, Fractions, Decimals, Percentage, Ratio, Rate and Speed. [Discussion of the use of ICT and common pupil errors will be included in the teaching of the various topics.]

DCM200 Teaching and Learning of Primary Mathematics II

Teaching Problem Solving and Investigations, Mathematical Reasoning, Communication and Connections, Mathematical Modelling; Teaching of Geometry, Measurement, Data Analysis, and Algebra. [Discussion of the use of ICT and common pupil errors will be included in the teaching of the various topics.]

DCM201 Teaching and Learning of Primary Mathematics III

This course covers two broad areas: (a) Various traditional assessment modes in Mathematics and the use of these modes in schools to assess pupil performance, in particular, the planning and construction of test items and (b) Practice of teaching skills, including catering for pupils of mixed abilities.

The Teaching of Science

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCS100	Curriculum and Pedagogy for Primary Science	Core	3	-
2	DCS200	Assessment Modes and Resource Management in Primary Science	Core	3	-
	DCS201	Innovations in Design and Practices for Primary Science	Core	2	-

DCS100 Curriculum and Pedagogy for Primary Science

The nature of science and scientific inquiry for young children will be the central guiding principles in this course. Beginning teachers will gain an overview of the aims, goals, and objectives of the primary science curriculum from the analyses of syllabuses, textbooks, and other curricular materials with respect to educational policies in Singapore. Drawing on contemporary learning theories and research findings, various teaching methods and practices in primary science will be taught through lectures and practical work.

DCS200 Assessment Modes and Resource Management in Primary Science

The course provides instruction in assessment literacy in primary science. Formal/non-formal methods of assessment as well as the construction and analyses of tests and practical work will be taught. Learners will also know how to use multimodal resources for teaching in and out of the classroom and provide holistic and helpful feedback.

DCS201 Innovations in Design and Practices for Primary Science

This course introduces student teachers to innovative ways of teaching and learning science both within and outside the classroom through collaborative inquiry activities. Learners will also critically practice and reflect on their teaching skills with respect to curriculum planning, instruction and assessing for understanding.

The Teaching of Social Studies

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCL100	Teaching Social Studies in the Primary Classroom I	Core	3	-
2	DCL200	Teaching Social Studies in the Primary Classroom II	Core	3	-
	DCL201	Managing Diversity in the Social Studies Classroom	Core	2	-

DCL100 Teaching Social Studies in the Primary Classroom I

This course aims to develop in student teachers an understanding of the nature, scope, and goals of Social Studies in the context of the Singapore primary curriculum. It seeks to equip them with a variety of effective teaching strategies such as the concept attainment strategies, storytelling, and story-reading, and dramatic techniques that are suitable for teaching the key concepts in the syllabus. Relevant resources for Social Studies will be explored. Student teachers will also learn how to organise pupils using cooperative learning for effective group work and assess pupil learning.

DCL200 Teaching Social Studies in the Primary Classroom II

This course aims to provide student teachers with further strategies for teaching the Singapore Primary Social Studies syllabus. There will be reinforcement of understandings and skills in planning effective units of instruction incorporating the inquiry approach, cooperative learning, and ICT in enhancing learning in the classroom. The principles and practice of organizing and conducting fieldwork will also be covered.

DCL201 Managing Diversity in the Social Studies Classroom

This course aims to provide student teachers with the knowledge and skills to cater to diversity in the classroom. The principles, approaches, and strategies for differentiated instruction will be introduced during the course.

SUBJECT KNOWLEDGE

English Language

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DSE100	Grammar	Core	3	-
	DSE102	Exploring the Language & Structure of Texts	Core	3	-

DSE100 Grammar

This course introduces student teachers to the grammatical structures of the English Language, enabling them to understand the language requirements of the MOE 2010 and 2020 English Language Syllabus. Through examining the grammatical systems of English in selected types of texts, the course explores ways of explaining grammar in use.

DSE102 Exploring the Language & Structure of Texts

In this course, student teachers will understand how language is used in different types of texts to achieve different purposes. They will study both fiction and non-fiction texts written for children and will learn how to analyse these types of texts in terms of context, purpose, and audience and to identify organisational structure, as well as key language features. The course aims to show student teachers how all these features of texts work together and are used by readers and writers to communicate and construct meaning.

Mathematics

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DSM100	Number Topics	Core	3	-
	DSM101	Geometry Topics	Core	3	-

DSM100 Number Topics

This course provides the foundational understanding of arithmetic topics which form a major portion of the primary mathematics curriculum. Problem solving processes will be introduced and re-visited in the different topics. Course topics are: Problem solving; Foundations of the Hindu-Arabic System; Algorithms on number operations in a place value system; Classification of number systems; Divisibility; Ratio, proportion, and rates.

DSM101 Geometry Topics

This course aims to equip the primary mathematics teacher with a deeper understanding of geometry and measurement topics in the primary mathematics curriculum. Processes such as mathematical deduction and induction will be emphasized. Topics are: Mathematical deduction and induction; Basic elements of geometry as study of space in 2 and 3 dimensions; Properties associated with parallel lines; Properties of geometrical figures; Similarity and Congruency; Measurement; Constructions and proofs; Motion Geometry and tessellations.

Science

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DSS100	Selected Topics for Primary Science Teaching (Biological Science)	Core	3	-
	DSS201	Selected Topics for Primary Science Teaching (Physical Science)	Core	3	-

DSS100 Selected Topics for Primary Science Teaching (Biological Science)

This course deals with the theoretical and practical aspects of topics in Biological Science from the new Primary Science Curriculum. The topics to be discussed include basic biology, classification, and diversity of organisms (reproduction and life cycles), structure and function of plant systems, structure, and function of animal systems, ecology, and environmental issues.

DSS201 Selected Topics for Primary Science Teaching (Physical Science)

This course deals with the theoretical and practical aspects of Physical Science topics selected from the new Primary Science Curriculum. The topics include atoms and molecules, states of matter, materials, the environment, forces, energy, heat, and temperature, light, and colour, magnetism, and electricity, the solar system, and stars.

Social Studies

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DSL102	Identity and Community	Core	2	-
	DSL103	Singapore: Challenges and Responses	Core	2	-
2	DSL201	Asian Civilisations: Origins and Legacies	Core	2	-

DSL102 Identity and Community

This course explores the concepts and the interrelationships of personal, community, national and regional identities. The influence of diverse groups, institutions and cultures in shaping these multiple identities will be examined. It also looks at changes and continuities of identities over time and space as well as the roles of people in contributing to the development of a multicultural, democratic society.

DSL103 Singapore: Challenges and Responses

This course examines the interrelationships between people and the environment in Singapore. It looks at how the physical environment shapes the way we live and how we shape the environment to meet our basic needs in areas such as housing, food, and transport. More specifically, the challenges which Singapore faces as part of the nation-building process and how its people and leaders have responded to these challenges in the past, present and future will be explored.

DSL201 Asian Civilisations: Origins and Legacies

This course explores the idea of people's interactions with their environment over time and space. It will discuss the impact of the physical environment on the development of civilisations in India, China, and Southeast Asia. In particular, the course will examine the development of socio-economic institutions, achievements, and legacies of these civilisations. It will also focus on the commonalities and the connections of diverse communities across Southeast Asia.

LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DLK102	English for Academic and Professional Purposes	Core	2	-
2	DLK202	Communication Skills for Teachers	Core	2	-

DLK102 English for Academic and Professional Purposes

English for Academic and Professional Purposes is designed to develop your linguistic and communicative competence towards two desired outcomes. Firstly, you will acquire the metacognitive and language skills needed to produce appropriate texts in course-related writing tasks. Secondly, you will be guided towards adopting an inclusive, reader-focused, socially aware approach to written communication with colleagues, parents and other stakeholders that teachers interact with in the course of their work. In working towards these outcomes, you will become more strategic in how grammar and lexical choices can impact meaning in your writing.

DLK202 Communication Skills for Teachers

DLK 202 is a practical course designed to introduce the principles of oral and written communication for effective professional communication in the 21st century for diverse educational contexts and with varied audiences. Through the analysis of authentic school-based scenarios and relevant readings, you will develop an understanding of how communications need to be tailored based on different purposes, audiences and contexts. The course tutorial sessions are structured as interactive engagements that encourage your critical reflection on communication choices. These activities are aimed at preparing you for your future role as a teacher, with a specific emphasis on enhancing pronunciation and articulation of spoken language.

PRACTICUM

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DPR103	Teaching Practice 1	Core	5	-
2	DPR203	Teaching Practice 2	Core	10	DPR103

Teaching Practicum is a very important component of the diploma programme. Student teachers will apply their knowledge and skills for the teaching subjects they are trained in and develop their teaching competencies in a variety of instructional contexts and at different levels under the guidance and supervision of cooperating teachers (CTs), school coordinating mentors and university lecturers. They will learn from experienced school mentors about the schooling process and prepare themselves for their roles and responsibilities in teaching.

The Practicum is developmental in nature. It comprises two school attachment periods, i.e., Teaching Practice 1 (TP1), and Teaching Practice 2 (TP2).

DPR103 Teaching Practice 1

The 5-week Teaching Practice 1 is to help the student teachers observe, reflect, and gain practical teaching experience. They will be provided opportunities to observe their CTs' lessons. Eventually they will learn to help their CTs plan lessons, prepare resources, manage pupils, and assist their CTs in some guided teaching.

DPR203 Teaching Practice 2

In this 10-week Teaching Practice 2, the student teachers will build up their skills and knowledge in a step-wise manner. They will develop planning and delivery skills, followed by classroom management and assessment skills. In addition, to ensure that the student teachers have a holistic experience, they will also be provided opportunities to explore other aspects of a teacher's life besides classroom teaching, for example, observing how CCAs are managed.

Diploma in Education (Dip Ed) Programme
(Teaching of CL/ML/TL at Primary Level) (Two-Year)

Curriculum Structure for Dip Ed (Primary) Programme (Teaching of CL/ML/TL at Primary Level)

The curriculum structure for the Dip Ed (Primary) (CL/ML/TL) Programme is shown in Table 2 below:

Table 2: Curriculum Structure for Dip Ed (Primary) Programme (Teaching of CL/ML/TL at Primary Level)

Year 1

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	DED003	Pedagogical Practices	3
	DED005	Professional Practice and Inquiry	1
	DED106	Teaching and Managing Learners at the Primary Level	2
	DED110	Assessing Learning and Performance	1
	DED111	Group Endeavours in Service Learning	1
	DED112	Educational Psychology: Theories and Application for Learning and Teaching	2
	DED113	Designing Future-Ready Learning with Technology	2
CURRICULUM STUDIES (Select either Chinese or Malay or Tamil)			
Chinese			
Chinese Language	DCC103	Teaching of Chinese: Form and Meaning	3
	DCC104	Teaching of Chinese Language: Curriculum Design and Development of Chinese Language Instructional Materials	3
Character and Citizenship Education (CL)	DCZ107	Teaching of Character and Citizenship Education (Chinese Language)	4
Malay			
Malay Language	DCD102	Foundations to Malay Language Curriculum	4
	DCD103	Strategies and Approaches in the Teaching of Malay Language	4
Character and Citizenship Education (ML)	DCZ106	Teaching of Character and Citizenship Education (Malay) (Lower Primary)	2
Tamil			
Tamil Language	DCT100	Teaching of Tamil Language I	4
	DCT101	Teaching of Tamil Language II	4
Character and Citizenship Education (TL)	DCZ108	Introduction to Character and Citizenship Education: Content, Curriculum, Pedagogy and Assessment (Tamil Language)	2
	DCZ109	Character and Citizenship Education and Moral Literature (Tamil Language)	2

cont'd

Category/ Subject	Course Code	Title	No. of AUs
SUBJECT KNOWLEDGE			
Chinese			
Chinese Language and Literature	DSC100	Modern Chinese Grammar	3
	DSC102	Textual Analysis and Writing Practices	3
	DSC103	Modern Chinese Lexicology	3
	DSJ100	Survey of Modern Chinese Literature	3
Malay			
Malay Language and Literature	DSD102	Introduction to Phonology	2
	DSD103	Malay Morphology	3
	DSF102	Readings in Malay Literature	3
	DSF103	Performing Literature / Dramatization of Literary Texts	3
Tamil			
Tamil Language and Literature	DST100	Tamil Language I	3
	DST101	Tamil Language II	3
	DSK100	Tamil Literature I	3
	DSK101	Tamil Literature II	3
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
	DLK102	English for Academic and Professional Purposes	2
Use of Chinese in Teaching	DLC100	Use of Chinese in Teaching	4
Use of Malay in Teaching	DLM101	Use of Malay in Teaching	2
Use of Tamil in Teaching	DLT100	Use of Tamil in Teaching I	2
PRACTICUM			
	DPR103	Teaching Practice 1	5

Year 2

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	DED204	Character and Citizenship Education in the Singapore Context	2
CURRICULUM STUDIES (Select either Chinese or Malay or Tamil)			
Chinese			
Chinese Language	DCC206	Teaching of Chinese Character	2
	DCC207	The Use of Technology in the Teaching and Learning of Chinese Language	3
	DCC208	Teaching of Listening, Speaking, Reading and Writing	4
	DCC209	Chinese Language Testing & Assessment	2
Malay			
Malay Language	DCD202	Assessment of Learning	3
	DCD203	Assessment for Learning	2
	DCD204	The Teaching of Malay Language and Grammar	3
Character and Citizenship Education (ML)	DCZ206	Teaching of Character and Citizenship Education (Malay) (Upper Primary)	2
Tamil			
Tamil Language	DCT200	Teaching of Tamil Language III	4
	DCT201	Teaching of Tamil Language IV	4
SUBJECT KNOWLEDGE			
Chinese			
Chinese Language and Literature	DSC200	Chinese Etymology and Modern Chinese Script	3
	DSJ200	Selected Readings in Classical Chinese Literature	3
Malay			
Malay Language and Literature	DSD201	Malay Syntax	3
	DSD202	Socio-cultural context of literacy: Learning to read & write (Primary)	2
	DSF201	Aesthetics and Rhetoric Through Literature	2
Tamil			
Tamil Language and Literature	DST200	Tamil Language III	3
	DSK200	Tamil Literature III	3
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
	DLK202	Communication Skills for Teachers	2
Use of Malay in Teaching	DLM201	Stylistic in Social and Academic Discourse	2
Use of Tamil in Teaching	DLT200	Use of Tamil in Teaching II	2
PRACTICUM			
	DPR203	Teaching Practice 2	10

Contents of Core Courses

EDUCATION STUDIES

The courses for DED003-112 and DED204 are described in Education Studies Section under Dip Ed Programme (Teaching General Subjects at Primary Level).

CURRICULUM STUDIES

The Teaching of Chinese Language (Primary)

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCC103	Teaching of Chinese: Form and Meaning	Core	3	-
	DCC104	Teaching of Chinese Language: Curriculum Design and Development of Chinese Language Instructional Materials	Core	3	-
2	DCC206	Teaching of Chinese Character	Core	2	-
	DCC207	The Use of Technology in the Teaching and Learning of Chinese Language	Core	3	-
	DCC208	Teaching of Listening, Speaking, Reading and Writing	Core	4	-
	DCC209	Chinese Language Testing & Assessment	Core	2	-

DCC103 Teaching of Chinese: Form and Meaning

This course aims to provide you with the basic theories and knowledge about the teaching of the Chinese Language in the Singapore classroom. Topics include: (i) the relationship between the psycholinguistic and the teaching and learning of the Chinese language; (ii) the understanding of the teaching of vocabulary and its methodologies; (iii) the understanding of the teaching of short phrases, sentences construction and their methodologies. In addition, you will learn how to differentiate the different genres as well as learn text analysis.

DCC104 Teaching of Chinese Language: Curriculum Design and Development of Chinese Language Instructional Materials

This course discusses the aims, objectives, and contents of the current Chinese Language curriculum. It also provides a systematic, practical, comprehensive overview of the different phases and activities involved in developing, managing, and evaluating a sound, rational, and effective Chinese language programme. Key stages in the curriculum and material development process are examined.

DCC206 Teaching of Chinese Character

This course mainly introduces the characteristics of modern Chinese characters and the basic principles and skills of teaching. The emphasis is on teaching Chinese character recognition and writing methods. The content includes two aspects, First, understanding the characteristics of modern Chinese characters through the comparison of phonetic and ideographic characters. Second, learning strategies for teaching Chinese characters and effective literacy teaching methods.

DCC207 The Use of Technology in the teaching and learning of Chinese Language

This course aims to provide the fundamental theories and knowledge about leveraging technology to enhance the teaching and learning of the Chinese Language in the classroom. Topics include the overview of the ICT journey, commonly used ICT resources, effective use of technology for teaching and learning the Chinese language in the primary school context.

DCC208 Teaching of Listening, Speaking, Reading and Writing

This course examines the theoretical principles and micro-skills involved in the teaching of listening, speaking, reading, and writing from both the receptive and productive perspectives. Topics include: philosophy underlying the teaching of listening and speaking, reading, and writing; listening, reading and the teaching of receptive skills; designing and developing listening and reading tasks; speaking, writing and the teaching of productive skills; designing and developing speaking and writing tasks; an integrated approach to the teaching of the receptive and productive spoken and written skills.

DCC209 Chinese Language Testing & Assessment

This course introduces the basic theory and practice of Chinese language testing and assessment. Topics

include principles and types of language testing and assessment; designing, developing and administering language tests; constructing test tasks for syntax, vocabulary, phonology, and the Chinese script; constructing test tasks for listening, speaking, reading and writing skills; analyzing and interpreting test statistics.

The Teaching of Character and Citizenship Education (Chinese)

Year	Course Code	Course Title	Course Category	No of AUs	Pre-requisites
1	DCZ107	Teaching of Character and Citizenship Education (Chinese Language)	Core	4	-

DCZ107 Teaching of Character and Citizenship Education (Chinese Language)

This course equips student teachers with the skills and knowledge to carry out effective CCE lessons and school based CCE projects. This course provides an overview of the teaching of Character and Citizenship Education (CCE) and whole school implementation of CCE which includes the following topics: the structure of CCE curriculum in Singapore, syllabus, and content of CCE lessons, process-based approaches to the teaching of CCE, formative assessment in CCE and selection and use of supplementary resources.

The Teaching of Malay Language (Primary)

Year	Course Code	Course Title	Course Category	No. of AUs	Pre-requisites
1	DCD102	Foundations to Malay Language Curriculum	Core	4	-
	DCD103	Strategies and Approaches in the Teaching of Malay Language	Core	4	-
2	DCD202	Assessment of Learning	Core	3	-
	DCD203	Assessment for Learning	Core	2	
	DCD204	The Teaching of Malay Language and Grammar	Core	3	-

DCD102 Foundations to Malay Language Curriculum

The course aims to equip student teachers with the knowledge and skills to integrate listening, speaking, reading, and writing skills in the teaching of language. Student teachers will learn how to plan a Malay language lesson, integrate the various language skills and teaching strategies as well as taking note of the learning abilities and differences among learners. Knowledge on how to evaluate listening, speaking, and reading skills using a range of resources and strategies at both the lower and upper primary levels will be included. The reading and writing processes including process writing, as well as theoretical models and approaches to reading and writing instruction for lower and upper primary will also be emphasized. Student teachers will learn how to use various text types, including multimodal texts, in teaching reading and writing. They will also learn the use of multi-literacies in teaching reading and writing.

DCD103 Strategies and Approaches in the Teaching of Malay Language

As an extension to the Foundations to Malay Language Curriculum, this course explores various strategies and approaches in the teaching of Malay language. Student teachers will be introduced to rationales and theoretical underpinnings of each strategy which hope to address particular educational considerations. Student teachers will also be equipped with latest and relevant teaching strategies and approaches and skills to adapt such strategies to suit the differing learning needs of pupils.

Field experiences will be arranged where appropriate, to link theory with practice.

DCD202 Assessment of Learning

This course aims to provide student teachers with extensive discussion and understanding on the basic concepts in testing, the concept of validity and reliability, the construction and administration of test items and item analysis. The infusion of critical and creative thinking into the construction and development of language test materials will be emphasized. Hands-on exercises will form an important part of the course.

DCD203 Assessment for Learning

This course aims to explore the theoretical understanding, issues, and complexities of authentic and alternative assessments within the classroom context and alongside the traditional examinations practices. Essentially, the course highlights assessment for learning as an integral component of teaching and learning process. Various strategies to approach the challenges of assessment for learning; teacher-based formative assessments; rubric designs and its application in classroom settings with students of differing learning styles and academic abilities will be included.

DCD204 The Teaching of Malay Language and Grammar

The course focuses on the various approaches and strategies in the teaching of grammar. As a departure to the traditional method of teaching grammar, this course opens many possibilities for student teachers to reapproach the teaching of word formation, Malay language sentence, to name a few examples, in a more creative and dynamic ways.

The Teaching of Character and Citizenship Education (Malay)

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCZ106	Teaching of Character and Citizenship Education (Malay) (Lower Primary)	Core	2	-
2	DCZ206	Teaching of Character and Citizenship Education (Malay) (Upper Primary)	Core	2	-

DCZ106 Teaching of Character and Citizenship Education (Malay) (Lower Primary)

This course introduces student teachers to the basic concepts of Knowledge, Skills, Values and Attitudes with regard to Character and Citizenship Education. The course provides guidance for planning and implementing lessons based on CCE Lesson Objectives at the lower primary level.

DCZ206 Teaching of Character and Citizenship Education (Malay) (Upper Primary)

This course introduces student teachers to the role of Domains in Character and Citizenship Education with particular emphasis on the global. The course provides guidance for planning and implementing lessons based on CCE Lesson Objectives at the upper primary level.

The Teaching of Tamil Language (Primary)

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCT100	Teaching of Tamil Language I	Core	4	-
	DCT101	Teaching of Tamil Language II	Core	4	-
2	DCT200	Teaching of Tamil Language III	Core	4	-
	DCT201	Teaching of Tamil Language IV	Core	4	-

DCT100 Teaching of Tamil Language I

The curriculum and methodology for teaching Tamil language. The four essential language skills Listening, Speaking, Reading, Writing with two interactive skills (Spoken and Written), the importance of those skills. Various theoretical approaches to language acquisition and learning. The teaching of listening, speaking (including video stimulus), reading, and writing for the lower primary level, using different approaches, and integrating the four language skills. The role of micro teaching and its part in the teaching and learning of Tamil Language. The importance of Standard Spoken Tamil and Tamil word processing. National Institute of Education's 'A Teacher Education Model for the 21st Century '(TE 21)' and the need to develop the 21st century survival skills. Tamil word processing.

DCT101 Teaching of Tamil Language II

The teaching of silent and loud reading at the primary level. The psycholinguistic model of the reading process and skills involved in reading. How to teach comprehension, spelling, dictation, and close passage. Tamil poetry and proverbs at the primary level. Emphasis on teaching poetry and proverbs through anecdotes and stories. Equip teachers with the necessary knowledge in guiding students to recite the poetry or proverbs learnt.

DCT200 Teaching of Tamil Language III

The teaching of Writing, Listening and Speaking will be taught in this course. In writing, the emphasis will be given to how to teach, structured, (restricted, guided) and natural process of writing. Process writing, using MSWord to teach Process writing, Modified process writing, draw and write, using web quest and special days to write composition at the primary level will be taught. Using innovative ways to teach speaking and listening for primary students will be given dual emphasis. Tamil computer-based learning packages (student teachers will be taught to create their own Tamil computer-based packages).

DCT201 Teaching of Tamil Language IV

The principles of testing with emphasis on the construction of the various test items. The teaching of setting examination papers and the appropriate strategies to assess students' language skills. The enrichment of the Tamil language programmes in primary schools. The teaching of grammar with the emphasis of functional grammar. The evaluation methods including rubric based for IPW.

The Teaching of Character and Citizenship Education (Tamil)

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCZ108	Introduction to Character and Citizenship Education: Content, Curriculum, Pedagogy and Assessment (Tamil Language)	Core	2	-
	DCZ109	Character and Citizenship Education and Moral Literature (Tamil Language)	Core	2	-

DCZ108 Introduction to Character and Citizenship Education: Content, Curriculum, Pedagogy and Assessment (Tamil Language)

The aim of the course is to give student teachers an overview on the content, curriculum and importance of Character and Citizenship Education (CCE) in Tamil Language. Through this course, you will have a deeper understanding of the MOE guidelines and expectations of a 21st Century learner. You will be studying different pedagogical theories and the rationales behind them. Through this, you will adopt new pedagogical methods to apply in their classroom teaching to enhance learning. They will also be taught on the various methods of CCE assessment. This course will help you to learn how to shape our students as good citizens. Mother tongue language teachers are expected to teach and to bring up the students as good and vibrant citizens.

DCZ109 Character and Citizenship Education and Moral Literature (Tamil Language)

The course aims to enlighten you on the use of knowledge gained from moral literature in moral education through texts such as Thirukkural, Naaladiyar, Nalvazhi, Moothurai, Ulahaneethi etc. You will be studying how moral literature has conveyed global messages via simile, metaphor, literal meanings etc. Moral literature puts forth evergreen global messages that are still relevant in today's context such as respecting elders etc. Using this content knowledge, you will be able to mould useful citizens in classrooms. This course will help you to learn how to shape our

students as good citizens. Mother tongue language teachers are expected to teach and to bring up the students as good and vibrant citizens.

SUBJECT KNOWLEDGE

Chinese Language and Literature

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DSC100	Modern Chinese Grammar	Core	3	-
	DSC102	Textual Analysis and Writing Practices	Core	3	-
	DSC103	Modern Chinese Lexicology	Core	3	-
	DSJ100	Survey of Modern Chinese Literature	Core	3	-
2	DSC200	Chinese Etymology and Modern Chinese Script	Core	3	-
	DSJ200	Selected Readings in Classical Chinese Literature	Core	3	-

DSC100 Modern Chinese Grammar

This course provides a basic overview of Chinese grammar, its principles, and unique features so that you can have an overall understanding of Chinese grammar. Topics include features of Modern Chinese grammar, functional analysis, parts of speech, syntactic structure, sentence types, and Chinese grammatical errors.

DSC102 Textual Analysis and Writing Practices

This course aims to acquaint student teachers with good Chinese writing through close textual analysis of literary works and commentaries of different kinds of writing. It also aims to enhance student teachers' reading ability and sharpen their writing skills.

DSC103 Modern Chinese Lexicology

This course aims to provide you with the basic theories and knowledge about the modern Chinese lexical system. Topics include lexical categories; morphemes, words, fixed phrases, and lexical chunks; rules of word formation; lexical semantics; lexical items with regional features; lexical growth and standardization; multidimensional relationship of different words; typology of dictionaries and their defining style.

DSJ100 Survey of Modern Chinese Literature

The course aims to provide student teachers with a basic knowledge of modern Chinese Literature and enhance their understanding of modern Chinese society and the Chinese people in modern times.

DSC200 Chinese Etymology and Modern Chinese Script

This course aims to equip student teachers with basic knowledge in Chinese etymology and the modern Chinese script. Such knowledge will enhance their ability as a Chinese language teacher, especially when it comes to the teaching of recognition of Chinese characters.

DSJ200 Selected Readings in Classical Chinese Literature

This course aims at laying basic foundation in classical Chinese literature so as to enhance student teachers' language competency and understanding of Chinese culture and literature.

Malay Language and Literature

Year	Course Code	Title	Course Category	No of AUs	Pre-requisites
1	DSD102	Introduction to Phonology	Core	2	-
	DSD103	Malay Morphology	Core	3	-
	DSF102	Readings in Malay Literature	Core	3	-
	DSF103	Performing Literature / Dramatization of Literary Texts	Core	3	-
2	DSD201	Malay Syntax	Core	3	-
	DSD202	Socio-cultural context of literacy: Learning to read & write (Primary)	Core	2	-
	DSF201	Aesthetics and Rhetoric Through Literature	Core	2	-

DSD102 Introduction to Phonology

This introductory course will give student teachers an overview of the study of language, its scope and objectives, its methods and scientific procedures, and its principal subdivisions. The course will focus on Phonology and Phonetics, covering aspects of Malay sound system, phonemes in Malay language and borrowed phonemes in Malay language.

DSD103 Malay Morphology

This course will cover basic concepts in word formation in Malay that is; morpheme and affixes, morphological processes, and word class. The course focus on Morphology, covering aspects of morphological concepts, free morpheme & bound morpheme in Malay language, apart from basic concepts in word formation such as reduplication, compound, acronyms, and affixes. Emphasis will also be placed on the meaning and functions of affixes in word formation and morpho-phonological processes.

DSF102 Readings in Malay Literature

This course aims to provide a thematic reading of major works in Malay literary culture that allow student teachers with a first-hand reading and appreciating Malay literature. Selected themes and works, both prose and verse, are chosen, especially those that depicts the lives of the Malays, its socio-cultural and political

institutions, religious orientations, thought and values, and their worldview on man, society, and progress. Various socio-cultural dynamics of the Malays are encapsulated through their literature and the reading and analysis of such works are imperative in overall understanding Malay society past and present. The basic aim of this course is to generate the interest amongst student teachers on the significance of Malay literature that encapsulate the societal and individual thought. An appreciation of its aesthetics and forms of expressions will also be highlighted throughout the course.

DSF103 Performing Literature / Dramatization of Literary Texts

The focus of this course is to highlight the significance of literary texts that is to be read and understood at a performative level. Teaching and learning of literature will be approached in a more dramatic fashion, rather than the conventional literary analysis. A dramatized discourse would suggest a close reading with dramatizing its interpretations. Here, literary texts will be translated into another form of cultural expressions that are reinterpreted, debated, and staged. Both selected classical and modern Malay literary texts will be used in this course. Such dramatization of literary text would enable student teachers to blend their literary exposure with those visual and dramatic skills that are essential in language teaching and education. The versatility of student teachers of literature to weave their interpretations into the domain of performing arts will be the main focus of the course.

DSD201 Malay Syntax

The focus of this course is on Malay sentence structures. Student teachers will be taught grammatical concepts like phrases, clauses, type of sentences and the structure of basic and transformed Malay sentences. Analysis of Malay grammar, applying knowledge of the systems of the language.

DSD202 Socio-cultural context of literacy: Learning to read & write (Primary)

The aim of this course is to highlight the idea that becoming literate in Malay, or any other language, is not only a matter of learning how language is represented in writing, but also involves learning how written language is used in the home and community. The course brings into focus children's early involvement in literacy as a social activity, and their different paths to literacy. It also discusses how certain early literacy experiences are especially significant for later educational success.

DSF201 Aesthetics and Rhetoric through Literature

The focus of this course complements the two earlier courses offered in the programme. This course offered at the 2nd Year assumes that a basic exposure and appreciating literature has been given in the 1st Year. A more reflective, analytical course of literature is therefore relevant.

The aim of this course is to emphasize the significance of literature in documenting Malay values and thought, and the forms and expressions that have been encapsulated, both in prose and verse in various Malay literary genres, past and present. The aesthetics appreciation calls for the appreciation of ethnopoetics and the styles of expressions that are found in Malay literary traditions. The form of literature is then linked to the socio-cultural dynamics of its producers or patrons. The analysis of rhetoric calls for a critical scrutiny of ideas as expressed in Malay literature in the forms of didacticism, satire, metaphors, and the like. The efficacy of ideas and values expressed in Malay literature is then assessed based on the universal and religious values, with the final aim to reflect the calls for humanity as expressed in the Malay literature.

Tamil Language and Literature

Year	Course Code	Title	Course Category	No of AUs	Pre-requisites
1	DST100	Tamil Language I	Core	3	-
	DST101	Tamil Language II	Core	3	-
	Dsk12	Tamil Literature I	Core	3	-
	DSK101	Tamil Literature II	Core	3	-
2	DST200	Tamil Language III	Core	3	-
	DSK200	Tamil Literature III	Core	3	-

DST100 Tamil Language I

Introduction to linguistics and richness of Tamil Language, and the syntax of Tamil language. Linguistics and its importance in Tamil language teaching. The syntactical structure of Tamil. The definition of linguistics, its principal sub-divisions, and its contribution to better overall Tamil language teaching. The position of Tamil among the languages of the Dravidian family. The structure, syntax, and transformation of Tamil sentences. The phonological structure of Tamil. The vowel and consonant phonemes of Tamil, allophones, articulatory features, and distribution in the initial, medial, and final positions of words.

DST101 Tamil Language II

The semantics and the morphology of Tamil language. The systematic relation of grammatical structures to meanings, uses and situations. Synonymy, antonymy, homonymy and polysemy. The morphological structure of the Tamil language. The concept of Col (word) and its classification. The various parts of speech in Tamil, namely noun, verb, adjective, adverb, and particles.

DSK100 Tamil Literature I

You will study about the overview of the growth and development of Tamil literature from the ancient to the modern period. The Sangam period, ethical works and their literary merits, twin epics, devotional literature, the contributions of Jains and Buddhists, epics such as Kambaramayanam and Periyapuranam. Contributions made by Western scholars. A brief history of children's

literature and its various forms in India and Singapore. Contributions made by great writers such as Azha Valliappa, N Pazhanivelu, Ilamaaran, Kuzha Kadhiresan, Poovannan. Contributions of selected storybooks, nursery rhymes, songs, and magazines.

DSK101 Tamil Literature II

Modern Tamil Poetry and Literary Criticism. A brief history of modern poetry and its various forms. The study of selected poems from the works of great poets such as Bharathiyar, Bharadhithasan, Kavimani, Vaanithasan, Kannathasan, Vairamuthu and Metha. The importance and the role of literary criticism and various kinds of literary criticism in Tamil. Critical analysis of literary forms.

DST200 Tamil Language III

The various types of morphophonemics (Sandhi) and their rules, and the situations where student teachers are likely to make mistakes often. A definition of Sandhi process in Sandhi and various aspects of Sandhi. Various rules of Sandhi to be explained with appropriate examples and exercises through various activities.

DSK200 Tamil Literature III

An overview of the growth and development of Tamil literature in Singapore. The various genres such as poetry, novel, short story, drama, and translation. The study of selected Singapore Poetry, novels, and short stories.

LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DLK102	English for Academic and Professional Purposes	Core	2	-
	DLC100	Use of Chinese in Teaching	Core	4	-
	DLM101	Use of Malay in Teaching	Core	2	-
	DLT100	Use of Tamil in Teaching I	Core	2	-
2	DLK202	Communication Skills for Teachers	Core	2	-
	DLM201	Stylistic in Social and Academic Discourse	Core	2	-
	DLT200	Use of Tamil in Teaching II	Core	2	-

DLK102 English for Academic and Professional Purposes

English for Academic and Professional Purposes is designed to develop your linguistic and communicative competence towards two desired outcomes. Firstly, you will acquire the metacognitive and language skills needed to produce appropriate texts in course-related writing tasks. Secondly, you will be guided towards adopting an inclusive, reader-focused, socially aware approach to written communication with colleagues, parents and other stakeholders that teachers interact with in the course of their work. In working towards these outcomes, you will become more strategic in how grammar and lexical choices can impact meaning in your writing.

DLC100 Use of Chinese in Teaching

This course provides the fundamental principles and knowledge on the use of Chinese in teaching. It also aims to equip student teachers with essential communication skills in Mandarin and IT power tools to improve themselves in order to achieve the goals in their professional development.

DLM101 Use of Malay in Teaching

This course will focus on basic oral communication skills, where emphasis will be given on the importance of idea formation, idea organization, clarity and cohesion, confidence in articulation of ideas, the manners and

decorum of expressing it apart from basic linguistic rules and standard pronunciation.

The importance of linguistic elegance and versatility will be showcased. Oral communication in formal context, with various interlocutors will be introduced. Moreover, higher level of communication skills as required in debate, forum and seminars will be practiced in this course. The skills of conducting meetings and formal ceremonies will also be given. In practicing and infusing the confidence in language use, in its various formal and creative ways, student teachers can be made to recite Malay classical and modern poems where spontaneity, creativity and voice projection blends with linguistic ability and coherence.

DLT100 Use of Tamil in Teaching I

Development of oral proficiency in Tamil language and use of Standard Spoken Tamil in the classroom and school environment. Phonetics to help student teachers acquire accuracy and mastery in pronunciation and other communication skills which we used inside and outside the classroom. Common errors in speaking with spoken and written Tamil and the syntactical aspects of Tamil. Potential of IT as a language teaching tool.

DLK202 Communication Skills for Teachers

DLK 202 is a practical course designed to introduce the principles of oral and written communication for effective professional communication in the 21st century for diverse educational contexts and with varied audiences. Through the analysis of authentic school-based scenarios and relevant readings, you will develop an understanding of how communications need to be tailored based on different purposes, audiences and contexts. The course tutorial sessions are structured as interactive engagements that encourage your critical reflection on communication choices. These activities are aimed at preparing you for your future role as a

teacher, with a specific emphasis on enhancing pronunciation and articulation of spoken language.

DLM201 Stylistic in Social and Academic Discourse

The focus of this course is on the use of Malay in academic and social settings. New terminologies in Malay language from various field, will be introduced. The importance of organising ideas in formal academic writing will be highlighted. Types of academic writings such as seminar papers, academic journals, and research reports will be highlighted. Organising of materials and various techniques of note references and bibliography will be emphasised. Student teachers will be familiarized with social discourses, speech writing or texts for formal occasions, and the writing of newspapers articles and forums. The main aim is to ensure the versatility of student teachers in their discoursing and linguistic abilities, both in the academic and social fields.

DLT200 Use of Tamil in Teaching II

Written communication skills. Essay writing, report writing and creative writing and other communication skills that are necessary for various professional roles that teachers assume in primary or secondary schools. Using IT to teach written skills.

PRACTICUM

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DPR103	Teaching Practice 1	Core	5	-
2	DPR203	Teaching Practice 2	Core	10	DPR103

Teaching Practicum is a very important component of the diploma programme. Student teachers will apply their knowledge and skills for the teaching subjects they are trained in and develop their teaching competencies in a variety of instructional contexts and at different levels under the guidance and supervision of cooperating teachers (CTs), school coordinating mentors and university lecturers. They will learn from experienced school mentors about the schooling process and prepare themselves for their roles and responsibilities in teaching.

The Practicum is developmental in nature. It comprises two school attachment periods, i.e., Teaching Practice 1 (TP1), and Teaching Practice 2 (TP2).

DPR103 Teaching Practice 1

The 5-week Teaching Practice 1 is to help the student teachers observe, reflect, and gain practical teaching experience. They will be provided opportunities to observe their CTs' lessons. Eventually they will learn to help their CTs plan lessons, prepare resources, manage pupils, and assist their CTs in some guided teaching.

DPR203 Teaching Practice 2

In this 10-week Teaching Practice 2, the student teachers will build up their skills and knowledge in a step-wise manner. They will develop planning and delivery skills, followed by classroom management and assessment skills. In addition, to ensure that the student teachers have a holistic experience, they will also be provided opportunities to explore other aspects of a teacher's life besides classroom teaching, for example, observing how CCAs are managed.

Diploma in Education (Dip Ed) Programme
(Teaching of Chinese Language at Primary Level)
(One-Year)

Curriculum Structure for Dip Ed (Primary) Programme (Teaching of Chinese Language at Primary Level) (One-Year)

Student teachers under the Chinese Language Teacher Training Scheme who have successfully completed the three-year Diploma in Chinese Studies at Ngee Ann Polytechnic are required to undergo a one-year Diploma in Education (Primary)(Chinese Language) programme. They will follow the curriculum structure shown in Table 3 below:

Table 3: Curriculum Structure of the One-year Diploma in Education Programme (Teaching of CL at Primary Level)

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	DED003	Pedagogical Practices	3
	DED004	Professional Practice and Inquiry	1
	DED106	Teaching and Managing Learners at the Primary Level	2
	DED110	Assessing Learning and Performance	1
	DED111	Group Endeavours in Service Learning	1
	DED112	Educational Psychology: Theories and Application for Learning and Teaching	2
	DED113	Designing Future-Ready Learning with Technology	2
	DED204	Character and Citizenship Education in the Singapore Context	2
CURRICULUM STUDIES			
Chinese Language	DCC103	Teaching of Chinese: Form and Meaning	3
	DCC206	Teaching of Chinese Character	2
	DCC208	Teaching of Listening, Speaking, Reading and Writing	4
	DCC209	Chinese Language Testing & Assessment	2
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
	DLK102	English for Academic & Professional Purposes	2
	DLK202	Communication Skills for Teachers	2
PRACTICUM			
	DPR201♦	Teaching Practice	10

♦ The Teaching Practice of 10 weeks will be scheduled in the second semester.

Contents of Core Courses

EDUCATION STUDIES

The courses for DED003-112 and DED204 are described in Education Studies Section under Dip Ed Programme (Teaching General Subjects at Primary Level).

CURRICULUM STUDIES

The Teaching of Chinese Language

Year	Course Code	Title	Course Category	No of AUs	Pre-requisites
1	DCC103	Teaching of Chinese: Form and Meaning	Core	3	-
	DCC206	Teaching of Chinese Character	Core	2	-
	DCC208	Teaching of Listening, Speaking, Reading and Writing	Core	4	-
	DCC209	Chinese Language Testing & Assessment	Core	2	-

DCC103 Teaching of Chinese: Form and Meaning

This course aims to provide you with the basic theories and knowledge about the teaching of the Chinese Language in the Singapore classroom. Topics include: (i) the relationship between the psycholinguistic and the teaching and learning of the Chinese language; (ii) the understanding of the teaching of vocabulary and its methodologies; (iii) the understanding of the teaching of short phrases, sentences construction and their methodologies. In addition, you will learn how to differentiate the different genres as well as learn text analysis.

DCC206 Teaching of Chinese Character

This course mainly introduces the characteristics of modern Chinese characters and the basic principles and skills of teaching. The emphasis is on teaching Chinese character recognition and writing methods. The content includes two aspects, First, understanding the characteristics of modern Chinese characters through the comparison of phonetic and ideographic characters. Second, learning strategies for teaching Chinese characters and effective literacy teaching methods.

DCC208 Teaching of Listening, Speaking, Reading and Writing

This course examines the theoretical principles and micro-skills involved in the teaching of listening, speaking, reading, and writing from both the receptive and productive perspectives. Topics include: philosophy

underlying the teaching of listening and speaking, reading, and writing; listening, reading and the teaching of receptive skills; designing and developing listening and reading tasks; speaking, writing and the teaching of productive skills; designing and developing speaking and writing tasks; an integrated approach to the teaching of the receptive and productive spoken and written skills.

DCC209 Chinese Language Testing & Assessment

This course introduces the basic theory and practice of Chinese language testing and assessment. Topics include: principles and types of language testing and assessment; designing, developing and administering language tests; constructing test tasks for syntax, vocabulary, phonology, and the Chinese script; constructing test tasks for listening, speaking, reading, and writing skills; analyzing and interpreting test statistics.

LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DLK102	English for Academic and Professional Purposes	Core	2	-
	DLK202	Communication Skills for Teachers	Core	2	-

DLK102 English for Academic and Professional Purposes

English for Academic and Professional Purposes is designed to develop your linguistic and communicative competence towards two desired outcomes. Firstly, you will acquire the metacognitive and language skills needed to produce appropriate texts in course-related writing tasks. Secondly, you will be guided towards adopting an inclusive, reader-focused, socially aware approach to written communication with colleagues, parents and other stakeholders that teachers interact with in the course of their work. In working towards these outcomes, you will become more strategic in how grammar and lexical choices can impact meaning in your writing.

DLK202 Communication Skills for Teachers

DLK 202 is a practical course designed to introduce the principles of oral and written communication for effective professional communication in the 21st century for diverse educational contexts and with varied audiences. Through the analysis of authentic school-based scenarios and relevant readings, you will develop an understanding of how communications need to be tailored based on different purposes, audiences and contexts. The course tutorial sessions are structured as interactive engagements that encourage your critical reflection on communication choices. These activities are aimed at preparing you for your future role as a teacher, with a specific emphasis on enhancing pronunciation and articulation of spoken language.

PRACTICUM

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DPR201♦	Teaching Practice	Core	10	-

♦ The Teaching Practice of 10 weeks will be scheduled in the second semester.

Teaching Practicum is a very important component of the diploma programme. Student teachers will apply their knowledge and skills for the teaching subjects they are trained in and develop their teaching competencies in a variety of instructional contexts and at different levels under the guidance and supervision of cooperating teachers (CTs), school coordinating mentors and university lecturers. They will learn from experienced school mentors about the schooling process and prepare themselves for their roles and responsibilities in teaching.

In the Dip Ed (Chinese Language) (Primary) (One-Year) programme, there is only one school attachment period.

DPR201 Teaching Practice

The Practicum comprises a 10-week Teaching Practice (TP), in which the student teachers will build up their skills and knowledge in a step-wise manner. They will develop planning and delivery skills, followed by classroom management and assessment skills. In addition, to ensure that the student teachers have a holistic experience, they will also be provided opportunities to explore other aspects of a teacher's life besides classroom teaching, for example, observing how CCAs are managed.

Diploma in Education (Dip Ed) Programme
(Teaching of Tamil Language at Primary Level)
(One-Year)

Curriculum Structure for Dip Ed (Primary) Programme (Teaching of Tamil Language at Primary Level) (One-Year)

Student teachers under the Tamil Language Teacher Training Scheme who have successfully completed the three-year Diploma in Tamil Studies with Early Education at Ngee Ann Polytechnic are required to undergo a one-year Diploma in Education (Primary)(Tamil Language) programme. They will follow the curriculum structure shown in Table 4 below:

Table 4: Curriculum Structure of the One-year Diploma in Education Programme (Teaching of TL at Primary Level)

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	DED003	Pedagogical Practices	3
	DED004	Professional Practice and Inquiry	1
	DED106	Teaching and Managing Learners at the Primary Level	2
	DED110	Assessing Learning and Performance	1
	DED111	Group Endeavours in Service Learning	1
	DED112	Educational Psychology: Theories and Application for Learning and Teaching	2
	DED113	Designing Future-Ready Learning with Technology	2
	DED204	Character and Citizenship Education in the Singapore Context	2
CURRICULUM STUDIES			
Tamil Language	DCT102	Teaching of Tamil Language I	3
	DCT103	Teaching of Tamil Language II	3
	DCT104	Teaching of Tamil Language III	3
	DCT105	Teaching of Tamil Language IV	3
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
	DLK102	English for Academic & Professional Purposes	2
	DLK202	Communication Skills for Teachers	2
PRACTICUM			
	DPR201♦	Teaching Practice	10

♦ The Teaching Practice of 10 weeks will be scheduled in the second semester.

Contents of Core Courses

EDUCATION STUDIES

The courses for DED003-112 and DED204 are described in Education Studies Section under Dip Ed Programme (Teaching General Subjects at Primary Level).

CURRICULUM STUDIES

The Teaching of Tamil Language

Year	Course Code	Title	Course Category	No of AUs	Pre-requisites
1	DCT102	Teaching of Tamil Language I	Core	3	-
	DCT103	Teaching of Tamil Language II	Core	3	-
	DCT104	Teaching of Tamil Language III	Core	3	-
	DCT105	Teaching of Tamil Language IV	Core	3	-

DCT102 Teaching of Tamil Language I

This is a methodology course for the teaching of the Tamil language. The four essential language skills Listening, Speaking, Reading, Writing, with two interactive skills (Spoken and Written) will be taught. Student teachers will be introduced to the various theoretical approaches to language acquisition and learning. They will learn how to teach listening and speaking (including video stimulus); reading and writing for the lower primary level; and how to integrate the four language skills and do micro-teaching. They will learn the importance of Standard Spoken Tamil, Tamil word processing, National Institute of Education's 'A Teacher Education Model for the 21st Century (TE 21)', and the need to develop 21st century competencies.

DCT103 Teaching of Tamil Language II

This course equips student teachers to teach silent and reading aloud at the primary level. It covers the psycholinguistic model of the reading process and skills involved in reading, and to the teaching of comprehension, spelling, dictation, and cloze passage in Tamil Language. Student teachers will also be taught to teach poetry and proverbs through anecdotes and stories and will be equipped with the necessary knowledge in guiding students to recite the poetry or proverbs learnt.

DCT104 Teaching of Tamil Language III

The teaching of Writing, Listening and Speaking will be taught in this course. In writing, the emphasis will be given to how to teach structured, restricted, guided, and

natural process of writing. Process writing; using MS Word to teach Process writing; Modified process writing; draw-and-write; using web quest and special days to write composition at the primary level will be taught. Using innovative ways to teach speaking and listening to primary students will be given dual emphasis. Student teachers will be taught to create their own Tamil computer-based packages.

DCT105 Teaching of Tamil Language IV

This course introduces to student teachers the principles of testing with emphasis on the construction of the various test items. Student teachers will be taught how to set the Tamil Language examination papers and the appropriate strategies to assess students' language skills. Other topics covered in this course include the enrichment of the Tamil language programmes in primary schools; the teaching of grammar, particularly functional grammar; and the evaluation methods including rubric-based assessment for Interdisciplinary Project Work.

LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DLK102	English for Academic and Professional Purposes	Core	2	-
	DLK202	Communication Skills for Teachers	Core	2	-

DLK102 English for Academic and Professional Purposes

English for Academic and Professional Purposes is designed to develop your linguistic and communicative competence towards two desired outcomes. Firstly, you will acquire the metacognitive and language skills needed to produce appropriate texts in course-related writing tasks. Secondly, you will be guided towards adopting an inclusive, reader-focused, socially aware approach to written communication with colleagues, parents and other stakeholders that teachers interact with in the course of their work. In working towards these outcomes, you will become more strategic in how grammar and lexical choices can impact meaning in your writing.

DLK202 Communication Skills for Teachers

DLK 202 is a practical course designed to introduce the principles of oral and written communication for effective professional communication in the 21st century for diverse educational contexts and with varied audiences. Through the analysis of authentic school-based scenarios and relevant readings, you will develop an understanding of how communications need to be tailored based on different purposes, audiences and contexts. The course tutorial sessions are structured as interactive engagements that encourage your critical reflection on communication choices. These activities are aimed at preparing you for your future role as a teacher, with a specific emphasis on enhancing pronunciation and articulation of spoken language.

PRACTICUM

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DPR201♦	Teaching Practice	Core	10	-

♦ The Teaching Practice of 10 weeks will be scheduled in the second semester.

Teaching Practicum is a very important component of the diploma programme. Student teachers will apply their knowledge and skills for the teaching subjects they are trained in and develop their teaching competencies in a variety of instructional contexts and at different levels under the guidance and supervision of cooperating teachers (CTs), school coordinating mentors and university lecturers. They will learn from experienced school mentors about the schooling process and prepare themselves for their roles and responsibilities in teaching.

In the Dip Ed (Tamil Language) (Primary) (One-Year) programme, there is only one school attachment period.

DPR201 Teaching Practice

The Practicum comprises a 10-week Teaching Practice (TP), in which the student teachers will build up their skills and knowledge in a step-wise manner. They will develop planning and delivery skills, followed by classroom management and assessment skills. In addition, to ensure that the student teachers have a holistic experience, they will also be provided opportunities to explore other aspects of a teacher's life besides classroom teaching, for example, observing how CCAs are managed.

Diploma in Education (Dip Ed) Programme
(Teaching of ML/TL at Secondary Level) (Two-Year)

Curriculum Structure for Dip Ed Programme (Teaching of ML/TL at Secondary Level)

The curriculum structure for the Dip Ed (Secondary) (ML/TL) Programme is shown in Table 5 below:

Table 5: Curriculum Structure for Dip Ed (Secondary) Programme (Teaching of ML/TL at Secondary Level)

Year 1

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	DED023	Pedagogical Practices	3
	DED025	Professional Practice and Inquiry	1
	DED136	Teaching and Managing Learners at the Secondary Level	2
	DED137	ICT for Meaningful Learning	2
	DED140	Assessing Learning and Performance	1
	DED141	Group Endeavours in Service Learning	1
	DED142	Educational Psychology: Theories and Application for Learning and Teaching	2
CURRICULUM STUDIES (Select either Malay or Tamil)			
Malay			
Malay Language	DCD132	Foundations to Malay Language Curriculum	4
	DCD133	Strategies and Approaches in the Teaching of Malay Language	4
Malay Literature	DCF131	Introduction to the Teaching of Malay Literature	2
Tamil			
Tamil Language	DCT130	Teaching of Tamil Language I (Secondary)	4
	DCT131	Teaching of Tamil Language II (Secondary)	4
Tamil Literature	DCK130	Teaching of Modern Literature I	1
	DCK131	Teaching of Tamil Literature I	1
SUBJECT KNOWLEDGE			
Malay			
Malay Language	DSD132	Introduction to Phonology	2
	DSD133	Malay Morphology	3
Malay Literature	DSF132	Readings in Malay Literature	3
	DSF133	Performing Literature / Dramatization of Literary Texts	3
Tamil			
Tamil Language	DST130	Tamil Language I	3
	DST131	Tamil Language II	3
Tamil Literature	DSK130	Tamil Literature I	3
	DSK131	Tamil Literature II	3

cont'd

Category/ Subject	Course Code	Title	No. of AUs
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
	DLK132	English for Academic and Professional Purposes	2
Use of Malay in Teaching	DLM131	Use of Malay in Teaching	2
Use of Tamil in Teaching	DLT130	Use of Tamil in Teaching I	2
PRACTICUM			
	DPR133	Teaching Practice 1	5

Year 2

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	DED234	Character and Citizenship Education in the Singapore Context	2
CURRICULUM STUDIES (Further studies in language taken in Year 1)			
Malay			
Malay Language	DCD232	Assessment of Learning	3
	DCD233	Assessment for Learning	2
	DCD234	Teaching of Malay Language and Grammar	3
Tamil			
Tamil Language	DCT230	Teaching of Tamil Language III (Secondary)	4
	DCT231	Teaching of Tamil Language IV (Secondary)	4
CURRICULUM STUDIES (Further studies in subject taken in Year 1)			
Malay			
Malay Literature	DCF231	Strategies and Approaches in the Teaching of Malay Literature	2
Tamil			
Tamil Literature	DCK230	Teaching of Tamil Literature II	2
SUBJECT KNOWLEDGE (Further studies in language taken in Year 1)			
Malay			
Malay Language	DSD231	Malay Syntax	3
	DSD232	Socio-cultural context of literacy (Secondary)	2
Tamil			
Tamil Language	DST230	Tamil Language III	3
SUBJECT KNOWLEDGE (Further studies in subject taken in Year 1)			
Malay			
Malay Literature	DSF231	Aesthetics and Rhetoric Through Literature	2
Tamil			
Tamil Literature	DSK230	Tamil Literature III	3
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
	DLK232	Communication Skills for Teachers	2
Use of Malay in Teaching	DLM231	Stylistic in Social and Academic Discourse	2
Use of Tamil in Teaching	DLT230	Use of Tamil in Teaching II	2
PRACTICUM			
	DPR233	Teaching Practice 2	10

Contents of Core Courses

EDUCATION STUDIES

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DED023	Pedagogical Practices	Core	3	-
	DED025	Professional Practice and Inquiry	Core	1	-
	DED136	Teaching and Managing Learners at the Secondary Level	Core	2	-
	DED137	ICT for Meaningful Learning	Core	2	-
	DED140	Assessing Learning and Performance	Core	1	-
	DED141	Group Endeavours in Service Learning	Core	1	-
	DED142	Educational Psychology: Theories and Application for Learning and Teaching	Core	2	-
2	DED234	Character and Citizenship Education in the Singapore Context	Core	2	-

DED023 Pedagogical Practices

This course explores teachers' pedagogical practices and introduces the Singapore Teaching Practice (STP) to student teachers. The STP makes explicit how effective teaching and learning are achieved in Singapore schools through four teaching processes: lesson preparation, lesson enactment, assessment and feedback, and positive classroom culture. The course provides student teachers with opportunities to examine classroom practices and critically reflect on how these practices relate to the four teaching processes. Student teachers will develop fundamental skills, knowledge, and strategies to become more effective classroom teachers while developing sensitivity towards learner diversity in the classroom.

DED024 Professional Practice and Inquiry *(for DipEd Sec 1-yr)*
DED025 Professional Practice and Inquiry *(for DipEd Sec 2-yr)*

This course provides student teachers with a foundation for understanding the process of integrating and aggregating their learning, being reflective, and establishing the theory-practice connection in their practice. In particular, this course will provide avenues for students to:

1. explore and reflect on their professional beliefs,

2. understand the process of inquiring into their practice, and

3. articulate their growing understanding of what constitutes a 21st-century professional, pivoted on NIE's value-based V3SK framework.

Through structured reflection and engagement with practice, student teachers are supported in constructing a coherent sense of professional self and articulating their evolving beliefs about teaching and learning.

Embedded within the PPI course is the use of a Digital Portfolio to facilitate student teachers' construction of their conceptual framework of learning. Supported by the Digital Portfolio, the course aids the aggregation and integration of students' learning across the various courses at NIE to prepare them for practice. During practicum, the Digital Portfolio facilitates students' inquiry into their own practice with a focus on the Theory-Practice Nexus. In addition, students articulate their growing understanding of what constitutes professional practice in relation to NIE's Graduand Competency Dimensions.

DED136 Teaching and Managing Learners at the Secondary Level

Teachers attend to learners of various needs and abilities across their different stages of development. They require relevant classroom management skills and pedagogical approaches to effectively accommodate their students' differentiated learning needs. By the end of the course, student teachers will be aware of the necessary skills and knowledge required to manage diverse learners and design conducive learning environments supported by relevant pedagogical approaches.

DED137 ICT for Meaningful Learning

This course prepares student teachers to engage learners in the use of technology for 21st century

meaningful/quality learning. Student teachers will learn to use a framework for 21st century quality learning to examine critical issues related to the design of technology-enhanced lessons. Besides focusing on the characteristics of 21st century quality learning such as active learning and reflective learning, cyber wellness considerations to promote responsible use of technology will be included as well. Student teachers will demonstrate their learning by integrating their content, pedagogical and technological knowledge in their design of meaningful technology-enhanced teaching and learning activities.

DED140 Assessing Learning and Performance

This course provides participants with the ability to understand and apply the basic principles of educational assessment. The course will discuss the principles of educational measurement of learning. It aims to equip future teachers with the necessary knowledge and skills to monitor, appraise and evaluate learners' content knowledge, progress, and performance achievement. This course will cover traditional paper and pencil testing methods and performance-based, authentic assessment procedures. The course will also include discussions on using assessment for learning.

DED141 Group Endeavours in Service Learning

Group Endeavours in Service Learning (GESL) is a mandatory two semester service-learning community engagement project for all student teachers. It involves community outreach and engagement and provides student teachers with the opportunity to 'learn to serve' and 'serve to learn' within local communities. Working in teams of 10 to 15, student teachers co-design and implement a service-learning project in partnership with one or more community organisations. GESL provides the opportunity for groups to broaden their knowledge and understanding of the community needs and challenges. GESL also seeks to empower student

teachers through a hands-on approach of organising service-learning projects that meet both the identified community needs and student teachers' learning objectives. Through the experience of conducting a service-learning project, student teachers will cultivate important skills and competencies such as needs analysis, project management, teamwork, decision-making, and empathy. In addition, they develop social-emotional competencies that are essential for their future roles as educators and community leaders.

DED142 Educational Psychology: Theories and Applications for Learning and Teaching

This course aims to provide student teachers with the foundation for understanding 21st century learners, learner development, and the psychology of learning and motivation. The areas covered in the course include understanding the processes of learning, approaches to enhancing student motivation, learning, and thinking. Theories with a focus on students' psychosocial and cognitive development will also be introduced and their implications for classroom-practice considered. In particular, the course will explore how students' intellectual, social, emotional, personal, and moral development take place.

DED234 Character and Citizenship Education in the Singapore Context

This course seeks to equip pre-service teachers with a deep appreciation of why Character and Citizenship Education (CCE) is central to education, what CCE encompasses, and how it can be effectively promoted in schools. In addition to building professional knowledge and pedagogical skills, the course is designed to support the development of teacher identity by guiding pre-service teachers to reflect on and shape their values, beliefs, and professional roles as CCE educators.

You will explore the “What, Why & How” of CCE, engaging with core concepts and examining their relevance to your emerging professional identity. Through interactive discussions, case studies, and experiential activities, you will learn to apply effective pedagogical principles and strategies for teaching and learning in CCE. The course will also develop your capacity to design and facilitate meaningful CCE learning experiences that foster students’ growth, while providing structured opportunities for reflection on how these practices align with your evolving sense of purpose as educators.

CURRICULUM STUDIES

The Teaching of Malay Language (Secondary)

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCD132	Foundations to Malay Language Curriculum	Core	4	-
	DCD133	Strategies and Approaches in the Teaching of Malay Language	Core	4	-
2	DCD232	Assessment of Learning	Core	3	-
	DCD233	Assessment for Learning	Core	2	
	DCD234	Teaching of Malay Language and Grammar	Core	3	-

DCD132 Foundations to Malay Language Curriculum

The course aims to equip student teachers with the knowledge and skills to integrate listening, speaking, reading, and writing skills in the teaching of language. Student teachers will learn how to plan a Malay language lesson, integrate the various language skills and teaching strategies as well as taking note of the learning differences among learners at the secondary level. Knowledge on how to evaluate listening, speaking, and reading skills using a range of resources and strategies at varying educational streams will be included. The reading and writing processes, including process writing, as well as the theoretical models and approaches to reading and writing instruction are also emphasized. Student teachers will learn how to use various text types, including multimodal texts, in teaching reading and writing. They will also learn the use of multi-literacies in teaching reading and writing.

DCD133 Strategies and Approaches in the Teaching of Malay Language

As an extension to the Foundations to Malay Language Curriculum, this course explores various strategies and approaches in the teaching of Malay language. Student teachers will be introduced to rationales and theoretical underpinnings of each strategy which hope to address particular educational considerations. Student teachers will also be equipped with latest and relevant teaching

strategies and approaches, and skills to adapt such strategies to suit the differing learning needs of pupils. Field experiences will be arranged, where appropriate, to link theory with practice.

DCD232 Assessment of Learning

This course aims to provide student teachers with extensive discussion and understanding on the basic concepts in testing, the concept of validity and reliability, the construction and administration of test items and item analysis. The infusion of critical and creative thinking into the construction and development of language test items and materials will be emphasized. Hands-on exercises will form an important part of the course.

DCD233 Assessment for Learning

This course aims to explore the theoretical understanding, issues and complexities of authentic and alternative assessments within the classroom context and alongside the traditional examinations practices. Essentially, the course highlights assessment for learning as an integral component of teaching and learning processes. Various strategies to approach the challenges of assessment for learning; teacher-based formative assessments; rubric designs and its application in classroom settings with students of differing learning styles and academic abilities will be included.

DCD234 Teaching of Malay Language and Grammar

The course focuses on the various approaches and strategies in the teaching of grammar. As a departure to the traditional method of the teaching of grammar, this course offers many possibilities for student teachers to reapproach and reinvent the teaching of words formation, Malay language sentence, in a more creative and dynamic ways.

Teaching of Malay Literature

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCF131	Introduction to the Teaching of Malay Literature	Core	2	-
2	DCF231	Strategies and Approaches in the Teaching of Malay Literature	Core	2	-

DCF131 Introduction to the Teaching of Malay Literature

This course emphasizes on the efficacy and potentiality of using Malay literary texts as part of Malay language education, as well as teaching Malay literature as an academic subject, that could be incorporated in Malay language education at Primary and Secondary levels. Student teachers will have a basic understanding of the general literary history, functions of major genres, language and aesthetic expressions, values and thought encapsulated in texts, epoch and historical background and major works of leading writers.

The aim is to give an extensive outline into Malay literary tradition which should facilitate the selection of appropriate texts/materials appropriate for the classroom level and contexts. Methods of evaluation and testing in the study of literature will also be introduced.

DCF231 Strategies and Approaches in the Teaching of Malay Literature

This course highlights the importance of planning for a classroom curriculum in teaching Malay literature. This means selection of text for various classroom levels, to match their linguistic ability and cultural and cognitive familiarity. Strategies to induce student teachers into reading, analyzing, and dramatizing the literary texts will be further enhanced. A textual based approach of learning literature is made available alongside a more creative and experimental ways of learning literature through various visual, oral, aural, and artistic ways.

The Teaching of Tamil Language (Secondary)

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCT130	Teaching of Tamil Language I (Secondary)	Core	4	-
	DCT131	Teaching of Tamil Language II (Secondary)	Core	4	-
2	DCT230	Teaching of Tamil Language III (Secondary)	Core	4	-
	DCT231	Teaching of Tamil Language IV (Secondary)	Core	4	-

DCT130 Teaching of Tamil Language I (Secondary)

The curriculum and methodology for teaching Tamil language. The four essential language skills Listening, Speaking, Reading, Writing with two interactive skills (Spoken and Written), the importance of those skills. Various theoretical approaches to language acquisition and learning. The teaching of listening, speaking (including video stimulus), reading, and writing for the lower secondary level, using various approaches, and integrating the four language skills. The role of micro teaching and its part in the teaching and learning of Tamil Language. Tamil word processing.

DCT131 Teaching of Tamil Language II (Secondary)

The teaching of silent and loud reading at the secondary level. The psycholinguistic model of the reading process and skills involved in reading. How to teach comprehension, dictation, close passage. Tamil poetry and proverbs at the secondary level. Emphasis on teaching poetry, proverbs, idioms and phrases through anecdotes and stories. Integration of thinking skills in teaching Tamil language.

DCT230 Teaching of Tamil Language III (Secondary)

The teaching of Writing, Listening and Speaking will be taught in this course. In writing, the emphasis will be given as to how to teach, structured (guided) and natural process of writing, Modified process writing, draw and write, using web quest and special days to write composition at the secondary level will be taught. Using

innovative ways to teach speaking and listening for secondary students will be given dual emphasis. Tamil computer-based learning packages (student teachers will be taught to create their own Tamil computer-based packages).

DCT231 Teaching of Tamil Language IV (Secondary)

The principles of testing, the teaching of setting examination papers and the appropriate strategies to assess students' language skills, with emphasis on the construction of various test items and the evaluation of the test paper. The enrichment of the Tamil language programmes in secondary schools. The teaching of grammar with emphasis of functional grammar.

The Teaching of Tamil Literature

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCK130	Teaching of Modern Literature I	Core	1	-
	DCK131	Teaching of Tamil Literature I	Core	1	-
2	DCK230	Teaching of Tamil Literature II	Core	2	-

DCK130 Teaching of Modern Literature I

Great emphasis will be given to the folklore literature and its influence in our ancient and today's modern life. Lullaby, traditional festivals, culture and customs, stages of human life related songs, proverbs and sayings in folklore literature and early Singapore literature will be analysed in detail

DCK131 Teaching of Tamil Literature I

An overview of the teaching of Tamil literature. The purpose of teaching literature, the place of literature in the curriculum and general methods of teaching. The teaching of poetry in ancient, medieval, and modern periods. Techniques of teaching poetry such as explanation and presentation of dramatic situation in poems, description of images, moods and attitudes, tone, analogical language, themes and meaning. The teaching of drama and essay. Drama and the essay as literary genres and methods of getting secondary school pupils to appreciate these forms of writing.

DCK230 Teaching of Tamil Literature II

The teaching of the short story. The short story as a literary genre, and the teaching of various kinds of short stories and their techniques. Techniques of teaching the novel. Teaching principles, characterization, various kinds of novels and the techniques used by writers.

SUBJECT KNOWLEDGE

Malay Language

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DSD132	Introduction to Phonology	Core	2	-
	DSD133	Malay Morphology	Core	3	-
2	DSD231	Malay Syntax	Core	3	-
	DSD232	Socio-cultural context of literacy (Secondary)	Core	2	-

DSD132 Introduction to Phonology

This introductory course will give student teachers an overview of the study of language, its scope and objectives, its methods and scientific procedures, and its principal subdivisions. The course will focus on Phonology and Phonetics, covering aspects of Malay sound system, phonemes in Malay language and borrowed phonemes in Malay language.

DSD133 Malay Morphology

This course will cover basic concepts in word formation in Malay that is; morpheme and affixes, morphological processes, and word class. The course focus on Morphology, covering aspects of morphological concepts, free morpheme & bound morpheme in Malay language, apart from basic concepts in word formation such as reduplication, compound, acronyms, and affixes. Emphasis will also be placed on the meaning and functions of affixes in word formation and morpho-phonological processes.

DSD231 Malay Syntax

The focus of this course is on Malay sentence structures. Student teachers will be taught grammatical concepts like phrases, clauses, type of sentences and the structure of basic and transformed Malay sentences. Analysis of Malay grammar, applying knowledge of the systems of the language.

DSD232 Socio-cultural context of literacy (Secondary)

The focus of this course is on literacy as a socially-situated practice. The course examines how gender, social class, economic position, language, and ethnicity influence, and are influenced, by adolescents' literacy, and how these relationships might be either problematic or capitalized on in school. The aim is for student teachers to appreciate the cultural and linguistic resources that students bring to class, and with this knowledge to look for ways to integrate those resources with the curriculum.

Malay Literature

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DSF132	Readings in Malay Literature	Core	3	-
	DSF133	Performing Literature / Dramatization of Literary Texts	Core	3	-
2	DSF231	Aesthetics and Rhetoric Through Literature	Core	2	-

DSF132 Readings in Malay Literature

This course aims to provide a thematic reading of major works in Malay literary culture that allow student teachers with a first-hand reading and appreciating Malay literature. Selected themes and works, both prose and verse, are chosen, especially those that depicts the lives of the Malays, its socio-cultural and political institutions, religious orientations, thought and values, and their worldview on man, society, and progress. Various socio-cultural dynamics of the Malays are encapsulated through their literature and the reading and analysis of such works are imperative in overall understanding Malay society past and present. The basic aim of this course is to generate the interest amongst student teachers on the significance of Malay literature that encapsulate the societal and individual thought. An appreciation of its aesthetics and forms of expressions will also be highlighted throughout the course.

DSF133 Performing Literature / Dramatization of Literary Texts

The focus of this course is to highlight the significance of literary texts that is to be read and understood at a performative level. Teaching and learning of literature will be approached in a more dramatic fashion, rather than the conventional literary analysis. A dramatized discourse would suggest a close reading with dramatizing its interpretations. Here, literary texts will be translated into another form of cultural expressions that are reinterpreted, debated, and staged. Both selected classical and modern Malay literary texts will be used in this course. Such dramatization of literary text would

enable student teachers to blend their literary exposure with those visual and dramatic skills that are essential in language teaching and education. The versatility of student teachers of literature to weave their interpretations into the domain of performing arts will be the main focus of the course.

DSF231 Aesthetics and Rhetoric through Literature

The focus of this course complements the two earlier courses offered in the programme. This course offered at the 2nd Year assumes that a basic exposure and appreciating literature has been given in the 1st Year. A more reflective, analytical course of literature is therefore relevant.

The aim of this course is to emphasize the significance of literature in documenting Malay values and thought, and the forms and expressions that have been encapsulated, both in prose and verse in various Malay literary genres, past and present. The esthetics appreciation calls for the appreciation of ethnopoetics and the styles of expressions that are found in Malay literary traditions. The form of literature is then linked to the socio-cultural dynamics of its producers or patrons. The analysis of rhetoric calls for a critical scrutiny of ideas as expressed in Malay literature in the forms of didacticism, satire, metaphors, and the like.

The efficacy of ideas and values expressed in Malay literature is then assessed based on the universal and religious values, with the final aim to reflect the calls for humanity as expressed in the Malay literature.

Tamil Language

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DST130	Tamil Language I	Core	3	-
	DST131	Tamil Language II	Core	3	-
2	DST230	Tamil Language III	Core	3	-

DST130 Tamil Language I

Introduction to linguistics and richness of Tamil Language, and the syntax of Tamil language. Linguistics and its importance in Tamil language teaching. The syntactical structure of Tamil. The definition of linguistics, its principal sub-divisions and its contribution to better overall Tamil language teaching. The position of Tamil among the languages of the Dravidian family. The structure, syntax, and transformation of Tamil sentences. The phonological structure of Tamil. The vowel and consonant phonemes of Tamil, allophones, articulatory features and distribution in the initial, medial, and final positions of words.

DST131 Tamil Language II

The semantics and the morphology of Tamil language. The systematic relation of grammatical structures to meanings, uses and situations. Synonymy, antonymy, homonymy and polysemy. The morphological structure of the Tamil language. The concept of Col (word) and its classification. The various parts of speech in Tamil, namely noun, verb, adjective, adverb, and particles.

DST230 Tamil Language III

The various types of morphophonemics (Sandhi) and their rules, and the situations where students are likely to make mistakes often. A definition of Sandhi process in Sandhi and various aspects of Sandhi. Various rules of Sandhi to be explained with appropriate examples and exercises through various activities.

Tamil Literature

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DSK130	Tamil Literature I	Core	3	-
	DSK131	Tamil Literature II	Core	3	-
2	DSK230	Tamil Literature III	Core	3	-

DSK130 Tamil Literature I

You will study about the overview of the growth and development of Tamil literature from the ancient to the modern period. The Sangam period, ethical works and their literary merits, twin epics, devotional literature, the contributions of Jains and Buddhists, epics such as Kambaramayanam and Periyapuranam. Contributions made by Western scholars. A brief history of children's literature and its various forms in India and Singapore. Contributions made by great writers such as Azha Valliappa, N Pazhanivelu, Ilamaaran, Kuzha Kadhiresan, Poovannan. Contributions of selected storybooks, nursery rhymes, songs, and magazines.

DSK131 Tamil Literature II

Modern Tamil Poetry and Literary Criticism. A brief history of modern poetry and its various forms. The study of selected poems from the works of great poets such as Bharathiyar, Bharadhithasan, Kavimani, Vaanithasan, Kannathasan, Vairamuthu and Metha. The importance and the role of literary criticism and various kinds of literary criticism in Tamil. Critical analysis of literary forms.

DSK230 Tamil Literature III

An overview of the growth and development of Tamil literature in Singapore. The various genres such as poetry, novel, short-story, drama, and translation. The study of selected Singapore Poetry, novels, and short stories.

LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DLK132	English for Academic and Professional Purposes	Core	2	-
	DLM131	Use of Malay in Teaching	Core	2	-
	DLT130	Use of Tamil in Teaching I	Core	2	-
2	DLK232	Communication Skills for Teachers	Core	2	-
	DLM231	Stylistic in Social and Academic Discourse	Core	2	-
	DLT230	Use of Tamil in Teaching II	Core	2	-

DLK132 English for Academic and Professional Purposes

English for Academic and Professional Purposes is designed to develop student teachers' language and communicative competence towards two desired outcomes. The first is to equip student teachers with the thinking and language skills needed to produce appropriate texts in course-related writing tasks. The second is to guide them towards a reader-focused and socially-aware approach to written communications with colleagues, parents, and other people that teachers interact with in the course of their work. In addressing these outcomes, the course also raises awareness of how grammar can affect meaning.

DLM132 Use of Malay in Teaching

This course will focus on basic oral communication skills, where emphasis will be given on the importance of idea formation, idea organization, clarity and cohesion, confidence in articulation of ideas, the manners and decorum of expressing it apart from basic linguistic rules and standard pronunciation. The importance of linguistic elegance and versatility will be showcased. Oral communication in formal context, with various interlocutors will be introduced.

Moreover, higher level of communication skills as required in debate, forum and seminars will be practiced in this course. The skills of conducting meetings and formal ceremonies will also be given. In practicing and infusing the confidence in language use, in its various

formal and creative ways, student teachers can be made to recite Malay classical and modern poems where spontaneity, creativity and voice projection blends with linguistic ability and coherence.

DLT130 Use of Tamil in Teaching I

Development of oral proficiency in Tamil language and use of Standard Spoken Tamil in the classroom and school environment. Phonetics to help student teachers acquire accuracy and mastery in pronunciation and other communication skills which we used inside and outside the classroom. Common errors in speaking with spoken and written Tamil and the syntactical aspects of Tamil. Potential of IT as a language teaching tool.

DLK232 Communication Skills for Teachers

This is a practical course designed to provide student teachers with the oral and written skills necessary for effective communication as teachers in the classroom and in their professional interaction with colleagues, parents, and the general public. Student teachers learn about vocal health care and quality, and the practice of good voice production. They are familiarized with the use of a pronunciation dictionary to help them resolve pronunciation and word stress difficulties. They become aware of the importance of considering the purpose, audience and context when communicating and learn how to communicate effectively to promote student learning. They also engage in practical hands-on activities of making oral and written presentations in a variety of school contexts. Built into the tutorials are opportunities for student teachers to reflect on their practices as well as on-going assignments and oral and written presentations to assess their application of the knowledge and skills that they acquire during the course.

DLM231 Stylistic in Social and Academic Discourse

The focus of this course is on the use of Malay in academic and social settings. New terminologies in Malay language from various field, will be introduced. The importance of organising ideas in formal academic writing will be highlighted. Types of academic writings such as seminar papers, academic journals, and research reports will be highlighted. Organising of materials and various techniques of note references and bibliography will be emphasised. Student teachers will be familiarized with social discourses, speech writing or texts for formal occasions, and the writing of newspapers articles and forums. The main aim is to ensure the versatility of student teachers in their discoursing and linguistic abilities, both in the academic and social fields.

DLT230 Use of Tamil in Teaching II

Written communication skills. Essay writing, report writing and creative writing and other communication skills that are necessary for various professional roles that teachers assume in primary or secondary schools. Using IT to teach written skills.

PRACTICUM

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DPR133	Teaching Practice 1	Core	5	-
2	DPR233	Teaching Practice 2	Core	10	DPR133

Teaching Practicum is a very important component of the diploma programme. Student teachers will apply their knowledge and skills for the teaching subjects they are trained in and develop their teaching competencies in a variety of instructional contexts and at different levels under the guidance and supervision of cooperating teachers (CTs), school coordinating mentors and university lecturers. They will learn from experienced school mentors about the schooling process and prepare themselves for their roles and responsibilities in teaching.

The Practicum is developmental in nature. It comprises two school attachment periods, i.e., Teaching Practice 1 (TP1), and Teaching Practice 2 (TP2).

DPR133 Teaching Practice 1

The 5-week Teaching Practice 1 is to help the student teachers observe, reflect, and gain practical teaching experience. They will be provided opportunities to observe their CTs' lessons. Eventually they will learn to help their CTs plan lessons, prepare resources, manage pupils, and assist their CTs in some guided teaching.

DPR233 Teaching Practice 2

In this 10-week Teaching Practice 2, the student teachers will build up their skills and knowledge in a step-wise manner. They will develop planning and delivery skills, followed by classroom management and assessment skills. In addition, to ensure that the student teachers have a holistic experience, they will also be provided opportunities to explore other aspects of a teacher's life besides classroom teaching, for example, observing how CCAs are managed.

Diploma in Education (Dip Ed) Programme
(Teaching of Art/Music at Secondary Level) (Two-Year)

Curriculum Structure for Dip Ed Programme (Teaching of Art/Music at Secondary Level)

The curriculum structures of the Dip Ed (Secondary) (Art/Music) (Two-Year) Programmes are shown in Tables 6 & 7 below:

Table 6: Curriculum Structure for Dip Ed (Teaching of Art at Secondary Level) Programme

Year 1

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	DED023	Pedagogical Practices	3
	DED025	Professional Practice and Inquiry	1
	DED136	Teaching and Managing Learners at the Secondary Level	2
	DED137	ICT for Meaningful Learning	2
	DED140	Assessing Learning and Performance	1
	DED141	Group Endeavours in Service Learning	1
	DED142	Educational Psychology: Theories and Application for Learning and Teaching	2
CURRICULUM STUDIES			
Art	DCA130	Visual Representation and Expression I: Issues in two-dimensional praxis	3
	DCA131	Visual Representation and Expression II: Issues in three-dimensional praxis	3
	DCA133	Visual Representations and Expressions III – Issues in new media praxis	3
CURRICULUM STUDIES (Select either English Language or Mathematics)			
English Language	DCE130	English Language Teaching at Lower Secondary Level I	3
	DCE131	English Language Teaching at Lower Secondary Level II	2
Mathematics	DCM130	Teaching and Learning of Lower Secondary Mathematics I	2
	DCM131	Teaching and Learning of Lower Secondary Mathematics II	2
SUBJECT KNOWLEDGE			
Art	DSA130	Understanding Visual Literacy	3
	DSA131	Concepts and Practices in Art Education	3
	DSA132	The Development of Adolescent Art & its implications for Teaching	3
SUBJECT KNOWLEDGE (Select 1 subject corresponding to the Curriculum Studies subject)			
English Language	DSE130	Introduction to the English Language I	2
Mathematics	DSM130	Topics related to Lower Secondary Mathematics I	2

cont'd

Category/ Subject	Course Code	Title	No. of AUs
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
	DLK132	English for Academic and Professional Purposes	2
PRACTICUM			
	DPR133	Teaching Practice 1	5

Year 2

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	DED234	Character and Citizenship Education in the Singapore Context	2
CURRICULUM STUDIES			
Art	DCA233	Art Theory in Action II	2
CURRICULUM STUDIES (Further studies in subject taken in Year 1)			
English Language	DCE230	English Language Teaching at Lower Secondary Level III	3
	DCE231	English Language Teaching at Lower Secondary Level IV	2
Mathematics	DCM230	Teaching and Learning of Lower Secondary Mathematics III	2
	DCM231	Teaching and Learning of Lower Secondary Mathematics IV	2
SUBJECT KNOWLEDGE			
Art	DSA230	Visual Arts Education in Museums and Galleries	3
	DSA231	Contemporary South East Asian Art	3
SUBJECT KNOWLEDGE			
English Language	DSE230	Introduction to the English Language II	2
Mathematics	DSM230	Topics related to Lower Secondary Mathematics II	2
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
	DLK232	Communication Skills for Teachers	2
PRACTICUM			
	DPR233	Teaching Practice 2	10

Table 7: Curriculum Structure for Dip Ed (Teaching of Music at Secondary Level) Programme

Year 1

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	DED023	Pedagogical Practices	3
	DED025	Professional Practice and Inquiry	1
	DED136	Teaching and Managing Learners at the Secondary Level	2
	DED137	ICT for Meaningful Learning	2
	DED140	Assessing Learning and Performance	1
	DED141	Group Endeavours in Service Learning	1
	DED142	Educational Psychology: Theories and Application for Learning and Teaching	2
CURRICULUM STUDIES			
Music	DCI132	Secondary School Music	3
	DCI135	Conducting	2
	DCI136	Conducting for Choir I	2
	DCI137	Conducting for Band I	2
CURRICULUM STUDIES (Select either English Language or Mathematics)			
English Language	DCE130	English Language Teaching at Lower Secondary Level I	3
	DCE131	English Language Teaching at Lower Secondary Level II	2
Mathematics	DCM130	Teaching and Learning of Lower Secondary Mathematics I	2
	DCM131	Teaching and Learning of Lower Secondary Mathematics II	2
SUBJECT KNOWLEDGE			
Music	DSI130	World Music in Education	3
	DSI131	Composing for Classroom	3
SUBJECT KNOWLEDGE (Select 1 subject corresponding to the Curriculum Studies subject)			
English Language	DSE130	Introduction to the English Language I	2
Mathematics	DSM130	Topics related to Lower Secondary Mathematics I	2
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
	DLK132	English for Academic and Professional Purposes	2
PRACTICUM			
	DPR133	Teaching Practice 1	5

Year 2

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	DED234	Character and Citizenship Education in the Singapore Context	2
CURRICULUM STUDIES			
Music	DCI232	Educational Perspectives in Music	3
	DCI234	Conducting Choir II	2
	DCI235	Conducting for Band II	2
CURRICULUM STUDIES (Further studies in subject taken in Year 1)			
English Language	DCE230	English Language Teaching at Lower Secondary Level III	3
	DCE231	English Language Teaching at Lower Secondary Level IV	2
Mathematics	DCM230	Teaching and Learning of Lower Secondary Mathematics III	2
	DCM231	Teaching and Learning of Lower Secondary Mathematics IV	2
SUBJECT KNOWLEDGE			
Music	DSI231	Music in Media	3
	DSI232	Musics of Popular Culture in Education	3
SUBJECT KNOWLEDGE (Further studies in subject taken in Year 1)			
English Language	DSE230	Introduction to the English Language II	2
Mathematics	DSM230	Topics related to Lower Secondary Mathematics II	2
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
	DLK232	Communication Skills for Teachers	2
PRACTICUM			
	DPR233	Teaching Practice 2	10

Contents of Core Courses

EDUCATION STUDIES

The courses for DED023-142 & DED234 are described in Education Studies section under Dip Ed Programme (Teaching of ML/TL at Secondary Level).

CURRICULUM STUDIES

The Teaching of Art (Secondary)

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCA130	Visual Representation and Expression I: Issues in two-dimensional praxis	Core	3	-
	DCA131	Visual Representation and Expression II: Issues in three-dimensional praxis	Core	3	-
	DCA133	Visual Representations and Expressions III - Issues in new media praxis	Core	3	-
2	DCA233	Art Theory in Action II	Core	2	-

DCA130 Visual Representation and Expression I: Issues in two-dimensional praxis

Introduction to the concept and practice of representation and expression. Student teachers will consider the use of two-dimensional expressive and representational media and its role in the formation of symbolic systems. Using a combination of studio-practice and theory, student teachers will develop their own competence in two-dimensional representation and expressive processes. Additionally, links will be made to the role played by representational and expressive thought in children's intellectual and emotional development. Links with classroom practice will be made. Student teachers will also explore innovative methods of documenting the range of investigative and research-oriented activities undertaken in this course.

DCA131 Visual Representation and Expression II: Issues in three-dimensional praxis

The concept and practice of representation and expression will continue to be investigated. Student teachers will consider the use of three-dimensional expressive and representational media and its role in the formation of symbolic systems. Using a combination of studio-practice and theory, student teachers will develop their own competence in three-dimensional representation and expressive processes. They will be encouraged to undertake projects in which they will develop an understanding of the relationships which link

Sculpture and Ceramics. Links will be made to the role played by representational and expressive thought in children's intellectual and emotional development. Links with classroom practice will be made.

DCA133 Visual Representations and Expressions III - Issues in new media praxis

The concept and practice of representation and expression will continue to be investigated. Student teachers will consider the use of the role of digital and interactive technologies in expressive and representational media and their role in the formation of symbolic systems. Using a combination of studio-practice and theory, student teachers will use new media technologies to develop their own competence in representation and expressive processes. Links with classroom practice will be made.

DCA233 Art Theory in Action II

Student Teachers will consolidate previous knowledge of art theory and practice as they relate to their visual art teaching practices within the classroom context. Discussion will focus on teaching and learning in Singapore as they relate to approaches in art education internationally.

The Teaching of English Language at Lower Secondary Level

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCE130	English Language Teaching at Lower Secondary Level I	Core	3	-
	DCE131	English Language Teaching at Lower Secondary Level II	Core	2	-
2	DCE230	English Language Teaching at Lower Secondary Level III	Core	3	-
	DCE231	English Language Teaching at Lower Secondary Level IV	Core	2	-

DCE130 English Language Teaching at Lower Secondary Level I

Teaching of listening and speaking within integrated units at lower secondary level. Introduction to the English Language curriculum, unit, and lesson planning. Selection and preparation of a variety of appropriate materials and evaluation modes.

DCE131 English Language Teaching at Lower Secondary Level II

Insights into current teaching approaches of grammar at lower secondary level. Ways of devising learning tasks and activities and producing effective lesson plans that maximise pupils' learning and participation.

DCE230 English Language Teaching at Lower Secondary Level III

Teaching reading, vocabulary and writing within integrated units at lower secondary level. Preparation of units of work and lesson plans. Selection of appropriate learning tasks, materials, and evaluation approaches.

DCE231 English Language Teaching at Lower Secondary Level IV

Consolidation of student teachers' knowledge and skills in response to varied pupil language learning needs and a range of classroom interaction contexts.

The Teaching of Mathematics at Lower Secondary Level

Subject requirements:

Pass in Mathematics (Syllabus C) or Further Mathematics at 'A' Level in the GCE 'A' Level Examination or its equivalent; **and**

Polytechnic Diploma holders who do not meet the requirements as specified above may, at the discretion of the Head of Mathematics and Mathematics Education Academic Group, be allowed to read the subject based on relevant subjects passed at the polytechnic diploma programmes.

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCM130	Teaching and Learning of Lower Secondary Mathematics I	Core	2	-
	DCM131	Teaching and Learning of Lower Secondary Mathematics II	Core	2	-
2	DCM230	Teaching and Learning of Lower Secondary Mathematics III	Core	2	-
	DCM231	Teaching and Learning of Lower Secondary Mathematics IV	Core	2	-

DCM130 Teaching and Learning of Lower Secondary Mathematics I

Overview of the aims, framework, teaching approaches of the Lower Secondary Mathematics curriculum. Learning theories in mathematics and concept formation. Preparation of scheme of work and lesson plans. Pedagogical principles of mathematics teaching using various teaching strategies. The teaching of Arithmetic.*

DCM131 Teaching and Learning of Lower Secondary Mathematics II

Nature of mathematical thinking. Polya's model and various strategies for problem solving. Hands-on experience of explaining specific Mathematics concepts and procedures. The teaching of Algebra and graphs* - link will be made to the 'model' approach used in Primary schools.

DCM230 Teaching and Learning of Lower Secondary Mathematics III

Assessment in mathematics, test construction and marking. Task analysis and error analysis. Techniques for diagnosing pupils with mathematical difficulties and remedial strategies. The teaching of mensuration and geometry.*

DCM231 Teaching and Learning of Lower Secondary Mathematics IV

Rationale and types of mathematics projects. Methods and procedures for designing and implementation of mathematics projects. Enrichment and mathematical investigation activities. The teaching of trigonometry and statistics.*

**The teaching of the various mathematics topics will include discussion of the concepts, pupil difficulties, the use of suitable approaches, strategies, and media such as the use of teaching aids and information technology.*

The Teaching of Music (Secondary)

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCI132	Secondary School Music	Core	3	-
	DCI135	Conducting	Core	2	-
	DCI136	Conducting for Choir I	Core	2	-
	DCI137	Conducting for Band I	Core	2	-
2	DCI232	Educational Perspectives in Music	Core	3	-
	DCI234	Conducting Choir II	Core	2	-
	DCI235	Conducting for Band II	Core	2	-

DCI132 Secondary School Music

This course involves a thorough survey and discussion of the Secondary School Music Syllabus in relation to practices and policies outlined by the Ministry of Education. It aims to familiarize student teachers with the requirements and guidelines defined by MOE's current Secondary Music Syllabus, to enable them to develop a congruent, comprehensive, developmental programme of music education in secondary schools. The teaching of music in the secondary school with particular reference to the syllabus as it is in operation in Singapore schools.

The teaching of music in the secondary school with particular reference to the syllabus as it is in operation in Singapore schools.

DCI135 Conducting

The fundamentals of choral and/or band conducting through classroom performance.

DCI136 Conducting for Choir I

The development of practical musical skills through participation in choral work.

DCI137 Conducting for Band I

The development of practical musical skills through participation in band.

DCI232 Educational Perspectives in Music

This course explores current thinking in the area of music education theory through practical and creative activities appropriate for music making in the secondary school classroom. This course also examines the impact of diverse musical traditions around the world including popular culture and jazz on educational theory and practice.

The fundamental issues which underpin contemporary music education and classroom practice.

DCI234 Conducting Choir II

The development of vocal skills (level 2) through participation in choral work.

DCI235 Conducting for Band II

Further development of musicianship skills through participation in band.

SUBJECT KNOWLEDGE

Art

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DSA130	Understanding Visual Literacy	Core	3	-
	DSA131	Concepts and Practices in Art Education	Core	3	-
	DSA132	The Development of Adolescent Art & its Implications for Teaching	Core	3	-
2	DSA230	Visual Arts Education in Museums and Galleries	Core	3	-
	DSA231	Contemporary South East Asian Art	Core	3	-

DSA130 Understanding Visual Literacy

Visual Literacy refers to the capacity to read and interpret visual images. In contemporary culture, the visual image is being increasingly used as a vehicle through which information is relayed. From billboards to DVDs, from computer games to MTV clips, from television to the internet, information is being communicated visually. It is essential that we develop the capacity to understand that visual images do more than merely decorate. Visual images need to be read with the rigor and attention that was once reserved for the printed word. This course will offer an introduction to the study and interpretation of visual culture through a range of theoretical perspectives that seek to explain how visual images generate meaning.

DSA131 Concepts and Practices in Art Education

The course will look into how the teaching of art has evolved over history. Issues that arise from the various education philosophies and theories and their curriculum implications will be discussed. The course will also examine how government policies and initiatives in the arts influence the teaching of art in primary schools. Student teachers will:

- discuss the current trends in art education
- relate concepts and theories in art education in their practice
- understand the relationship between issues in art education and the development of art curriculum

DSA132 The Development of Adolescent Art & its Implications for Teaching

Considers the development of adolescents' use of visual media. Student teachers will be helped to understand that when young children and adolescents use and organize visual media, they form important understandings about representation, symbols and signs which will prove crucial to their cognitive development. The educational implications will be considered. Student teachers will:

- understand key developmental and cognitive theories that underpin artistic development in adolescents
- evaluate critically these theories and their relevance in today's art education in schools
- be informed and aware of their own beliefs when planning art instructions in classroom

DSA230 Visual Arts Education in Museums and Galleries

This course will explore the educational role of museums and galleries and its relationship to art education. The primary aim is to help student teachers conceptualise and develop innovative gallery-based resources for different levels of schooling. Fieldtrips will be conducted to the various local museums and galleries.

Topics:

- Historical background and development of the Art Museum
- Art Museum Education in Singapore
- The Art Gallery as a Site of Research
- Utilising Museum resources for developing personalized curriculum materials, for example, interdisciplinary materials.
- Educational approaches to developing gallery-based activities
- Museum-school collaboration

DSA231 Contemporary South East Asian Art

This course is the first of two courses that looks at the development of art in Singapore and in Southeast Asia. The interest here is in prospecting the contemporary in historical terms. This course focuses on ways by which the contemporary and the region are diversely seen, read, desired, claimed and discussed. The approach entails studies of art practices, productions, and critical texts. The course will be conducted through lectures, tutorial discussions and assignment projects.

Specific Course Objectives:

- To formulate and develop a critical inquiry of personal interest;
- To acquire requisite methods for realizing a research project;
- To develop critical awareness of contemporary and art historical issues and their application for teaching.

English Language

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DSE130	Introduction to the English Language I	Core	2	-
2	DSE230	Introduction to the English Language II	Core	2	-

DSE130 Introduction to the English Language I

Focus on understanding the language requirements of the Singapore lower secondary English language syllabus through a review of the phonological and grammatical systems of English and their realisation in the main text types in English. Review of the main reference resources available to teachers.

DSE230 Introduction to the English Language II

This course builds on student teachers' knowledge of English grammar covered in DSE100. It aims to develop student teachers' skills in analysing grammatical features in pupils' writing at the lower secondary level. Student teachers will learn to identify, classify, and explain types of pupils.

Mathematics

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DSM130	Topics related to Lower Secondary Mathematics I	Core	2	-
2	DSM230	Topics related to Lower Secondary Mathematics II	Core	2	-

DSM130 Topics related to Lower Secondary Mathematics I

Historical numeration systems, numeration systems in different bases, number systems and operations. Basic concepts in number theory and divisibility. Proportional reasoning and algebraic concepts.

DSM230 Topics related to Lower Secondary Mathematics II

Concepts in statistics: data representation, measures of central tendency and variation. Selected topics in mensuration, geometry, and trigonometry.

Music

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DSI130	World Music in Education	Core	3	-
	DSI131	Composing for Classroom	Core	3	-
2	DSI231	Music in Media	Core	3	-
	DSI232	Musics of Popular Culture in Education	Core	3	-

DSI130 World Music in Education

This course examines the role that world music plays in developing pupils' understanding of musical diversity and its central role in societies. Local musics in Singapore, including Chinese, Malay, and Indian music (both North and South), will also be studied with a view to developing curriculum and context for their place in the music classroom and ways in which National Education messages can be communicated. The emphasis throughout this course is on active participation through creating, performing and listening.

DSI131 Composing for Classroom

Student teachers are encouraged to continue the exploration and development of a personal idiomin composing, but also to understand ways in which the process of composing and improvising in the school classroom may be used as an important means of developing musical understanding, and as a way in which pupils may find a way to express themselves musically.

DSI231 Music in Media

This course examines the artistic processes in multi-media productions by looking at ways in which music, visuals, drama, and dance interact. It draws on soundtracks, musicals, and contemporary MTVs as examples of music in media and looks at how they can be used for teaching and learning in the secondary music classroom.

DSI232 Musics of Popular Culture in Education

This course introduces the study of musics of popular culture, including jazz, with a view to developing curriculum and context for their place in the music classroom. The role that popular musics play in developing pupils' understanding of their rich diversity and importance in societies will be explored. The emphasis throughout is on active participation through creating, performing and listening.

LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DLK132	English for Academic and Professional Purposes	Core	2	-
2	DLK232	Communication Skills for Teachers	Core	2	-

DLK132 English for Academic and Professional Purposes

English for Academic and Professional Purposes is designed to develop student teachers' language and communicative competence towards two desired outcomes. The first is to equip student teachers with the thinking and language skills needed to produce appropriate texts in course-related writing tasks. The second is to guide them towards a reader-focused and socially-aware approach to written communications with colleagues, parents, and other people that teachers interact with in the course of their work. In addressing these outcomes, the course also raises awareness of how grammar can affect meaning.

DLK232 Communication Skills for Teachers

This is a practical course designed to provide student teachers with the oral and written skills necessary for effective communication as teachers in the classroom and in their professional interaction with colleagues, parents, and the general public. Student teachers learn about vocal health care and quality, and the practice of good voice production. They are familiarized with the use of a pronunciation dictionary to help them resolve pronunciation and word stress difficulties. They become aware of the importance of considering the purpose, audience and context when communicating and learn how to communicate effectively to promote student learning. They also engage in practical hands-on activities of making oral and written presentations in a variety of school contexts. Built into the tutorials are opportunities for student teachers to reflect on their practices as well as on-going assignments and oral and

written presentations to assess their application of the knowledge and skills that they acquire during the course.

PRACTICUM

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DPR133	Teaching Practice 1	Core	5	-
2	DPR233	Teaching Practice 2	Core	10	DPR133

Teaching Practicum is a very important component of the diploma programme. Student teachers will apply their knowledge and skills for the teaching subjects they are trained in and develop their teaching competencies in a variety of instructional contexts and at different levels under the guidance and supervision of cooperating teachers (CTs), school coordinating mentors and university lecturers. They will learn from experienced school mentors about the schooling process and prepare themselves for their roles and responsibilities in teaching.

The Practicum is developmental in nature. It comprises two school attachment periods, i.e., Teaching Practice 1 (TP1), and Teaching Practice 2 (TP2).

DPR133 Teaching Practice 1

The 5-week Teaching Practice 1 is to help the student teachers observe, reflect, and gain practical teaching experience. They will be provided opportunities to observe their CTs' lessons. Eventually they will learn to help their CTs plan lessons, prepare resources, manage pupils, and assist their CTs in some guided teaching.

DPR233 Teaching Practice 2

In this 10-week Teaching Practice 2, the student teachers will build up their skills and knowledge in a step-wise manner. They will develop planning and delivery skills, followed by classroom management and assessment skills. In addition, to ensure that the student teachers have a holistic experience, they will also be provided opportunities to explore other aspects of a teacher's life besides classroom teaching, for example, observing how CCAs are managed.

Diploma in Physical Education Programme (Primary) (Two-Year)

Curriculum Structure for Diploma in Physical Education Programme

The curriculum structure for Dip PE (Primary) Programme is in Table 8 below:

Table 8: Curriculum Structure for Diploma in Physical Education (Primary) Programme

Year 1

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	DED003	Pedagogical Practices	3
	DED005	Professional Practice and Inquiry	1
	DED106	Teaching and Managing Learners at the Primary Level	2
	DED110	Assessing Learning and Performance	1
	DED111	Group Endeavours in Service Learning	1
	DED112	Educational Psychology: Theories and Applications for Learning and Teaching	2
	DED113	Designing Future-Ready Learning with Technology	2
CURRICULUM STUDIES			
Physical Education	DPC10A	Principles of Games	2
	DPC10N	Fundamental Movement Skills	3
	DPC10Q	Instructional Methods in Physical Education	3
	DPC10R	Teaching of Outdoor Education (Primary)	2
ACADEMIC SUBJECT			
Physical Education	DPA10B	Growth and Motor Development	2
	DPA10C	Anatomical and Biomechanical Foundations of Physical Activity	3
	DPA10D	Physiology of Exercise	2
	DPA10E	Inclusive Physical Activity and Sport	2
	DPA10G	Theory and Practice of Football	2
	DPA10H	Theory and Practice of Volleyball	2
	DPA10J	Theory and Practice of Badminton	2
	DPA10K	Theory and Practice of Basketball	2
SUBJECT KNOWLEDGE			
Physical Education	DPS10A	Curriculum Gymnastics	2
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
	DLK102	English for Academic and Professional Purposes	2
PRACTICUM			
	DPR103	Teaching Practice 1	5

Year 2

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	DED204	Character and Citizenship Education in the Singapore Context	2
CURRICULUM STUDIES			
Physical Education	DPC20Q	Teaching of Holistic Health and Physical Fitness	2
	DPC20R	Instructional Strategies in Physical Education	3
ACADEMIC SUBJECT			
Physical Education	DPA20A	Foundations of Psychology and Motor Learning in Physical Activity	3
	DPA20B	Theory and Practice of Softball	2
	DPA20C	Theory and Practice of Floorball	2
	DPA20D	Sports Injury Prevention and Management in PE and Youth Sport	1
SUBJECT KNOWLEDGE			
Physical Education	DPS20A	Dance	2
	DPS20B	Track and Field	2
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
	DLK202	Communication Skills for Teachers	2
PRACTICUM			
	DPR203	Teaching Practice 2	10

Contents of Core Courses

EDUCATION STUDIES

The courses for DED003-112 & DED204 are described in Education Studies section under Dip Ed Programme (Teaching General Subjects at Primary Level).

CURRICULUM STUDIES

The Teaching of Physical Education

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DPC10A	Principles of Games	Core	2	-
	DPC10N	Fundamental Movement Skills	Core	3	-
	DPC10Q	Instructional Methods in Physical Education	Core	3	-
	DPC10R	Teaching of Outdoor Education (Primary)	Core	2	-
2	DPC20Q	Teaching of Holistic Health and Physical Fitness	Core	2	-
	DPC20R	Instructional Strategies in Physical Education	Core	3	-

DPC10A Principles of Games

Games are a major curriculum component in the Singapore's physical education syllabus. This course aims to equip you with the principles and concepts of various game categories so that you are able to appropriately select and apply appropriate tactical strategies and skills during game play. This is a core course in physical education teacher education programmes.

DPC10N Fundamental Movement Skills

This course provides you with an understanding of the concepts, principles, and practices of teaching fundamental movement skills in primary school, and of applying the knowledge of relevant fundamental movements to related specialized sports skills within the secondary school sports / games physical education curriculum.

It provides an overview of the role of fundamental movement within the Singapore's school physical education curriculum, focusing on developing fundamental movement skill proficiencies at the lower primary, application in modified games in the upper primary, and relationship to the variety of specialised sports skills at the secondary levels. Specifically, this course will address the various fundamental skills applied

within a movement framework that helps define the qualitative and quantitative aspects of human movement.

You will have the opportunity to develop your own movement proficiency, learn to design developmentally appropriate lesson plans that incorporate the relevant teaching approaches with appropriate equipment to facilitate progressions in the learning process. Furthermore, you will acquire the competencies to observe errors in performance, and use relevant teaching cues, to help pupils improve sports performance while remediating for fundamental movement inadequacies. You will also learn to employ appropriate formative and summative assessment tools for diagnostic purpose to facilitate pupils' learning.

DPC10Q Instructional Methods in Physical Education

The aim of this course is to enable you to plan and enact physical education lessons using the "direct instruction" (DI) instructional model. Guided by the instructional model, you will be considering the following in planning physical education lessons: (1) learning outcomes/objectives, (2) content development and learning activities, (3) task presentation and learning cues, (4) assessment of/for learning, (5) required facilities, floor/space and equipment, (6) learners and lesson time management, and (7) safety of learners. Aligned to practicum assessment, this course will assess your teaching competencies articulated in the NIE's Assessment of Performance in Teaching (Formative) form.

DPC10R Teaching of Outdoor Education (Primary)

This course aims to introduce the Outdoor Education (OE) learning outcomes and pedagogical approaches related to OE. You will develop competencies in articulating and enacting the three strands and demonstrate foundational pedagogical content knowledge in designing and preparing outdoor experiential learning.

DPC20Q Teaching of Holistic Health and Physical Fitness

This course is designed to help you acquire knowledge on how to better teach aspects of holistic health and physical fitness so as to promote and develop a lifelong physically active and healthy lifestyle among Primary / Secondary school students. You will be introduced to developmentally appropriate activities to develop various components of fitness. You will also be given the opportunity to design safe and effective health and fitness programmes for your students.

DPC20R Instructional Strategies in Physical Education

The aim of this course is to enable you to plan and enact physical education lessons using the “tactical games” (TG) instructional model. Guided by the instructional model, you will be considering the following in planning physical education lessons: (1) learning outcomes/objectives, (2) content development and learning activities, (3) task presentation and learning cues, (4) assessment of/for learning, (5) required facilities, floor/space and equipment, (6) learners and lesson time management, and (7) safety of learners. Aligned to practicum assessment, this course will assess your teaching competencies as articulated in the NIE’s Assessment of Performance in Teaching (Formative) form.

ACADEMIC SUBJECT

Physical Education

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DPA10B	Growth and Motor Development	Core	2	-
	DPA10C	Anatomical and Biomechanical Foundations of Physical Activity	Core	3	-
	DPA10D	Physiology of Exercise	Core	2	-
	DPA10E	Inclusive Physical Activity and Sport	Core	2	-
	DPA10G	Theory and Practice of Football	Core	2	-
	DPA10H	Theory and Practice of Volleyball	Core	2	-
	DPA10J	Theory and Practice of Badminton	Core	2	-
	DPA10K	Theory and Practice of Basketball	Core	2	-
2	DPA20A	Foundations of Psychology and Motor Learning in Physical Activity	Core	3	DPA10B
	DPA20B	Theory and Practice of Softball	Core	2	-
	DPA20C	Theory and Practice of Floorball	Core	2	-
	DPA20D	Sports Injury Prevention and Management in PE and Youth Sports	Core	1	-

DPA10B Growth and Motor Development

This course provides an overview of human growth and motor development from conception to old age. It addresses issues of growth trajectories and maturation processes in relation to motor development and skill acquisition. Using Karl Newell's model, students will develop an understanding of the impact of individual, task, and environment constraints, as well as the interactions among these elements, on the emergence of motor behaviour.

DPA10C Anatomical and Biomechanical Foundations of Physical Activity

This course enables you to relate human anatomy to physical activities and to apply the principles of biomechanics to teaching physical skills. Structural anatomy deals with the knowledge and an understanding of the bones, joints and muscle structure that produces movement. Biomechanics is the study of a biological system by means of mechanics. This course introduces the basic mechanical concepts and principles that govern human movement.

You will be introduced to qualitative and quantitative analyses of physical activities using basic concepts of mechanics and anatomy.

DPA10D Physiology of Exercise

The aim of this lecture- and laboratory-based foundation course is to equip you in Physical Education (PE) with an understanding of fundamental human and exercise physiology. This will enable you to design safe and effective lessons or training for 1) students during PE lessons and 2) student athletes gearing for sports performance.

DPA10E Inclusive Physical Activity and Sport

This course emphasises concepts related to the broad field of Physical Education (PE) and sport. It is an experiential course designed to introduce you to the world of PE, inclusive physical activity (IPA) and sports for individuals studying in mainstream schools, including those with special educational needs. It provides an overview of the disciplines that study the field's philosophical, historical, cultural, and sociological foundations and their applications to professional practice. This course examines Singapore's physical education/activities and sport infrastructure and their relationships in promoting inclusive participation in physical activities/sport from recreational to high performance levels. You will gain an overview of the various recreational and sporting activities available in Singapore and be introduced to the basic theoretical and practical knowledge for inclusiveness by adapting activities/ equipment appropriately to meet the unique needs of a variety of students, including those with special educational needs. Current issues on inclusive physical education/activities are also explored and discussed. Principles, guidelines, and strategies for activity instruction will be gleaned through hands-on participation, class discussions and personal reflections.

DPA10G Theory and Practice of Football

This course is designed to provide you with the opportunity to develop your skills and game performance in football and acquire lesson ideas, content development/progressions and teaching strategies for the teaching of football.

You will be introduced to developmentally appropriate teaching strategies/ models that develop their pupils into confident and active participants of the game. These approaches include Games Concept Approach (GCA), Constraints Led Approach (CLA) and Sport Education Model (SEM).

Relevant Sports Science knowledge behind effective skills and tactics, various game-specific assessment tools of skills and game performance as well as the use of information technology (IT) will also be introduced.

DPA10H Theory and Practice of Volleyball

The aim of this course is to introduce you to the key elements involved in playing the game of Volleyball at the primary / secondary level. You will then be able present important concepts, skills, and strategies to their primary / secondary classes, sometimes in the form of modified games. The course will also provide ideas on presenting skills through adequate demonstration. Analysis of video clips (IT) will be used to introduce elements of style or form and to explain the rules of the game. The rules may subsequently be modified to suit the class. Sport science knowledge will be enlisted to facilitate the learning of technical skills and game play. Game–specific assessment tools will be introduced.

DPA10J Theory and Practice of Badminton

This course, as one of net barrier games, is designed to provide you with the opportunity to develop movement skills, techniques and strategies required in badminton. This course also intends to introduce developmentally appropriate lesson ideas, skill contents, rules and

teaching strategies for the teaching of badminton in primary / secondary schools.

You will also be exposed to the relevant Sports Science knowledge underlying the effective teaching or learning of the technical and tactical skills in badminton. Various game-specific assessment tools of skills and game performance as well as the use of information technology (IT) will also be introduced.

DPA10K Theory and Practice of Basketball

This course aims to equip you with the knowledge and skills of Basketball so that you are able to demonstrate the techniques of the game, and to play a 3v3 half-court basketball game with appropriate rules. Analysis of video clips (IT) and sport science knowledge will be enlisted to facilitate the learning of technical skills, concepts, game play, and the rules of the game.

DPA20A Foundations of Psychology and Motor Learning in Physical Activity

This is an introductory course on sport and exercise psychology as well as motor learning. Specifically, the course will focus on topics and issues related to the social psychological variables that influence participation in physical activities, the environments in which sport and exercise participants operate, and selected outcomes of such participation. This course also introduces you to some of the theories and practices associated with skill acquisition. The focus is specifically on how the individual develops, learns, and performs motor skills. You will be introduced to these major concepts through a series of lectures, readings, and laboratory exercises.

DPA20B Theory and Practice of Softball

The aim of this course is to introduce you to the key elements involved in playing the game of softball at the primary / secondary level. You will then be able present important concepts, skills, and strategies to their primary / secondary classes, sometimes in the form of modified

games. The course will also provide ideas on presenting skills through adequate demonstration. Analysis of video clips (IT) will be used to introduce elements of style or form and to explain the rules of the game. The rules may subsequently be modified to suit the class. Sport science knowledge will be enlisted to facilitate the learning of technical skills and game play. Game–specific assessment tools will be introduced.

DPA20C Theory and Practice of Floorball

The aim of this course is to introduce you to the key elements involved in playing the game of floorball at the primary / secondary level. Through a series of modified games, you will be able to deepen your understanding of the various game concepts in territorial invasion games. Sport science knowledge will be enlisted to facilitate the learning of technical skills and game play. Video clips will be used to provide you with hands-on opportunities to analyse skill and/or game performance using appropriate tools. Game–specific assessment tools will also be introduced in this course.

DPA20D Sports Injury Prevention and Management in PE and Youth Sports

This course aims to provide you with the fundamental understanding and knowledge on the risk factors, causes, types and patterns of injuries with specific emphasis on Physical Education (PE) settings in primary / secondary schools. It also includes knowledge application and skill development on the principles and strategies of injury prevention and management in PE and youth sport.

The course provides an overview on the significance of injury prevention and safety within the Singapore PE curriculum. It focuses on acquiring applied knowledge on growth, maturational and developmental characteristics in children and its significance in lesson planning and implementation, and injury risk reduction during PE. This course will also provide you with the

knowledge on various growth-related, intrinsic, and extrinsic risk factors for injury in children, types, distribution and patterns of injuries, and various strategies for enhancing safety and preventing injuries during PE and youth sport.

You will have the opportunity to develop proficiency in knowledge application and skills execution to promote safe behaviours and practices amongst the pupils during PE and sport, and in the event of an injury, be able to assess and identify the type and severity of injury. You will also develop the competency to provide primary care and effectively manage the injury, understand the possible cause of the injury, and take necessary measures to prevent future occurrence of similar injuries.

SUBJECT KNOWLEDGE

Physical Education

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DPS10A	Curriculum Gymnastics	Core	2	-
2	DPS20A	Dance	Core	2	-
	DPS20B	Track and Field	Core	2	-

DPS10A Curriculum Gymnastics

Gymnastics is one of the learning areas in the Physical Education Teaching and Learning Syllabus 2024. This course provides you with an understanding of the critical movement skills and concepts of teaching gymnastics in the primary school. It will introduce curriculum gymnastics through a developmental approach that allows participants to explore movement themes largely on floor activities, gradually progressing from simple to complex apparatus designs. More advanced floor and apparatus skills will also be taught with a focus on progression as well as safety.

Emphasis will be on the cognitive and affective development of the participants through appropriate pedagogical styles, be it using direction instructions or in a more exploratory styles of teaching. You will complete the course with a heightened level of confidence and personal conviction for understanding the teaching of gymnastics in a progressive, creative, and safe manner.

DPS20A Dance

Dance is one of the core activities in the PE syllabus. This course aims to equip you with the knowledge and skills so that you are able to design and facilitate the teaching of dance. These approaches include teaching methods (problem-solving, facilitation, command style, reciprocal) and resources for the planning and instruction of different dance genres. It also aims to give you a chance to discover the creativity in them and draw on the elements of dance to create your own dances.

Sport science knowledge will be enlisted to facilitate the learning of dance skills.

DPS20B Track and Field

This course is designed to impart the necessary skills and knowledge for teaching Athletics (track and field events) to youths in a primary / secondary school setting.

You will be introduced to developmentally appropriate teaching approaches. Relevant sport science knowledge, assessment tools, and the use of information technology will be incorporated.

LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DLK102	English for Academic and Professional Purposes	Core	2	-
2	DLK202	Communication Skills for Teachers	Core	2	-

DLK102 English for Academic and Professional Purposes

English for Academic and Professional Purposes is designed to develop your linguistic and communicative competence towards two desired outcomes. Firstly, you will acquire the metacognitive and language skills needed to produce appropriate texts in course-related writing tasks. Secondly, you will be guided towards adopting an inclusive, reader-focused, socially aware approach to written communication with colleagues, parents and other stakeholders that teachers interact with in the course of their work. In working towards these outcomes, you will become more strategic in how grammar and lexical choices can impact meaning in your writing.

DLK202 Communication Skills for Teachers

DLK 202 is a practical course designed to introduce the principles of oral and written communication for effective professional communication in the 21st century for diverse educational contexts and with varied audiences. Through the analysis of authentic school-based scenarios and relevant readings, you will develop an understanding of how communications need to be tailored based on different purposes, audiences and contexts. The course tutorial sessions are structured as interactive engagements that encourage your critical reflection on communication choices. These activities are aimed at preparing you for your future role as a teacher, with a specific emphasis on enhancing pronunciation and articulation of spoken language.

PRACTICUM

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DPR103	Teaching Practice 1	Core	5	-
2	DPR203	Teaching Practice 2	Core	10	DPR103

Teaching Practicum is a very important component of the diploma programme. Student teachers will apply their knowledge and skills for the teaching subjects they are trained in and develop their teaching competencies in a variety of instructional contexts and at different levels under the guidance and supervision of cooperating teachers (CTs), school coordinating mentors and university lecturers. They will learn from experienced school mentors about the schooling process and prepare themselves for their roles and responsibilities in teaching.

The Practicum is developmental in nature. It comprises two school attachment periods, i.e., Teaching Practice 1 (TP1), and Teaching Practice 2 (TP2).

DPR103 Teaching Practice 1

The 5-week Teaching Practice 1 is to help the student teachers observe, reflect, and gain practical teaching experience. They will be provided opportunities to observe their CTs' lessons. Eventually they will learn to help their CTs plan lessons, prepare resources, manage pupils, and assist their CTs in some guided teaching.

DPR203 Teaching Practice 2

In this 10-week Teaching Practice 2, the student teachers will build up their skills and knowledge in a step-wise manner. They will develop planning and delivery skills, followed by classroom management and assessment skills. In addition, to ensure that the student teachers have a holistic experience, they will also be provided opportunities to explore other aspects of a teacher's life besides classroom teaching, for example, observing how CCAs are managed.

Diploma in Art/Music Education Programme (Primary) (Two-Year)

Curriculum Structure for Diploma in Art/Music Education Programme (Primary) (Two-Year)

The curriculum structure for Diploma in Art/Music Education Programme (Primary) (Two-Year) is shown in Table 9 below:

Table 9: Curriculum Structure for Diploma in Art/MusicEducation Programmes (Primary) (Two-Year)

Year 1

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	DED003	Pedagogical Practices	3
	DED005	Professional Practice and Inquiry	1
	DED106	Teaching and Managing Learners at the Primary Level	2
	DED110	Assessing Learning and Performance	1
	DED111	Group Endeavours in Service Learning	1
	DED112	Educational Psychology: Theories and Application for Learning and Teaching	2
	DED113	Designing Future-Ready Learning with Technology	2
CURRICULUM STUDIES (Select Art or Music)			
Art	DCA10A	Children and Adolescents' Artistic Development and its Implications on Teaching (Teaching of Art 2)	3
Music	DCI10A	Foundation Studies in Music Education	3
	DCI10C	Music and Movement in the Inclusive Classroom	3
	DCI10D	Instrumental and Singing Skills for the Music Classroom	3
	DCI10E	Creative Musical Activities	3
	DCI10G	Ethnomusicology in the Singapore Context	3
SUBJECT KNOWLEDGE (To align with the Curriculum Studies subject)			
Art	DSA10A	Art History	3
	DSA10B	Drawing (2D Studies 1)	3
	DSA10C	Sculpture (3D Studies 1)	3
	DSA10D	Digital Photography (New Media Studies 1)	3
	DSA10E	Visual Literacy	3
	DSA10G	Painting (2D Studies 2)	3
	DSA10H	Digital Videography (New Media Studies 2)	3
Music	DSI10A	Music Theory for a Multi-Cultural Music Curriculum 1	3
	DSI10B	Aural Skills for the 21st Century Musician	3
	DSI10C	World Music Ensembles	3
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
	DLK102	English for Academic and Professional Purposes	2
PRACTICUM			
	DPR103	Teaching Practice 1	5

Year 2

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	DED204	Character and Citizenship Education in the Singapore Context	2
CURRICULUM STUDIES (Further studies in subject taken in Year 1)			
Art	DCA20A	Concepts and Practices in Art Education (Teaching of Art 1)	3
	DCA20B	Curriculum and Assessment in Art (Teaching of Art 3)	3
	DCA20C	Teaching of Art in the Classroom (Teaching of Art 4)	3
Music	DCI20A	Music Technologies in Music Education	3
	DCI20B	Popular Music Pedagogies	3
SUBJECT KNOWLEDGE (Further studies in subject taken in Year 1)			
Art	DSA20A	Visual Arts Education in Museum and Galleries	3
	DSA20B	Ceramics (3D Studies 2)	3
	DSA20C	Visual Art Research	3
Music	DSI106	Composing and Arranging	3
	DSI20A	Music Theory for a Multi-Cultural Music Curriculum 2	3
	DSI20B	Baroque and Classical Musical Practices	3
	DSI20C	Romantic and 20th Century Musical Practices	3
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
	DLK202	Communication Skills for Teachers	2
PRACTICUM			
	DPR203	Teaching Practice 2	10

Contents of Core Courses

EDUCATION STUDIES

The courses for DED003-112 & DED204 are described in Education Studies section under Dip Ed Programme (Teaching General Subjects at Primary Level).

CURRICULUM STUDIES

The Teaching of Art

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCA10A	Children and Adolescents' Artistic Development and its Implications on Teaching (Teaching of Art 2)	Core	3	-
2	DCA20A	Concepts and Practices in Art Education (Teaching of Art 1)	Core	3	-
	DCA20B	Curriculum and Assessment in Art (Teaching of Art 3)	Core	3	-
	DCA20C	Teaching of Art in the Classroom (Teaching of Art 4)	Core	3	-

DCA10A Children and Adolescents' Artistic Development and its Implications on Teaching (Teaching of Art 2)

This course consists of introductions to classical and contemporary theories of children and adolescent development in the visual arts. This course will help student teachers understand the various theoretical frameworks and how these underpin particular approaches to pedagogy and classroom practices. Student teachers will learn to design meaningful art experiences for children and adolescents based on these understandings to promote learning in art. Student teachers will also gain an in-depth understanding of the centrality of meaningful art engagements to the development of the whole person – specifically in the areas of artistic and aesthetic maturation and creative growth.

DCA20A Concepts and Practices in Art Education (Teaching of Art 1)

The course will examine how art practices have evolved over time. Issues that arise from these changes and developments will be discussed and student teachers have to reflect upon their own practices and relate them to the past, present and future of art education. The course will also examine how government policies and initiatives in the arts influence the teaching of art in local schools and beyond.

DCA20B Curriculum and Assessment in Art (Teaching of Art 3)

Student teachers will be introduced to key concepts in curriculum and assessment, and particularly in art education. Student teachers will be exposed to various curriculum models in art and evaluative instruments used in the field. Student teachers will develop competencies in designing art curriculum and programmes for schools while at the same time, be critical in examining and reflecting upon the various models and theories that they are adopting in their own curriculum design.

DCA20C Teaching of Art in the Classroom (Teaching of Art 4)

This course demands student teachers to bring together learning from other courses in designing art lessons for the classroom. Student teachers will learn about key considerations when designing lessons such as writing lesson objectives, implementation of lesson and evaluation of students' learning. Student teachers will also be conscious of their own teaching approaches and be reflective about them.

The Teaching of Music

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCI10A	Foundation Studies in Music Education	Core	3	-
	DCI10C	Music and Movement in the Inclusive Classroom	Core	3	-
	DCI10D	Instrumental and Singing Skills for the Music Classroom	Core	3	-
	DCI10E	Creative Musical Activities	Core	3	-
	DCI10G	Ethnomusicology in the Singapore Context	Core	3	-
2	DCI20A	Music Technologies in Music Education	Core	3	-
	DCI20B	Popular Music Pedagogies	Core	3	-

DCI10A Foundation Studies in Music Education

This course introduces a study of historical, sociological, and philosophical foundations of music education including established music educators and their contributions. This introduction to fundamental philosophies, principles, and educational practices in the field of music education forms a knowledge base for developing ways of thinking and knowing of and about current music education for the music classroom.

DCI10C Music and Movement in the Inclusive Classroom

This course provides a foundational understanding of different learning disabilities that can be encountered in an inclusive classroom. It aims to equip you with tools and processes to activate an inclusive music and movement classroom environment and an overview of possible accommodations to be made for students with disabilities. The course will also focus on current research and pedagogical practices appropriate for inclusive music education.

DCI10D Instrumental and Singing Skills for the Music Classroom

This course aims to develop music student teachers' individual and ensemble skills in playing a range of acoustic classroom musical instruments including the ukulele, guitar, recorder, keyboard, pitched and unpitched percussion instruments. In addition, you will also get to explore how to craft simple classroom musical arrangements employing the instruments mentioned, and pedagogical approaches appropriate for teaching those instruments (e.g., experience-concept-application (ECA), non-formal teaching).

DCI10E Creative Musical Activities

In this course, you will learn how musical understanding and expression may be nurtured through creative musical activities in the classroom. You will be introduced to practical examples of such activities that you may adapt for your classroom. Through the course, you will learn to plan and deliver music lessons that foreground the development of students' musical creativity, and to evaluate students' learning in these lessons.

DCI10G Ethnomusicology in the Singapore Context

Ethnomusicology in the Singapore Context introduces you to the field of ethnomusicology by emphasizing music as a lived, expressive, and socially embedded practice. You will explore how musical traditions shape and reflect community life, cultural values, identities, and everyday experiences. Through this lens, you will examine the many roles music plays in meaning-making, social interaction, and cultural continuity both locally and beyond.

Blending theory with experience, you will take part in exploratory learning activities such as ensemble performance, rhythmic recitation, and movement-based

exercises that help you understand how music is learned, embodied, and transmitted across generations. These are complemented by critical listening, contextual analysis, and guided discussions that encourage deeper reflection on music's role in society.

A key assignment is a content creation project that invites you to engage in cultural storytelling and reflective interpretation, allowing you to connect ethnomusicological perspectives with real-world musical encounters. Whether or not you have a musical background, this course equips you with the tools to think critically, listen attentively, and engage meaningfully with the complexity and richness of local musical practices.

DCI20A Music Technologies in Music Education

This course introduces you to music teaching and learning with the support of music technologies. It is taught in a practical way, giving you opportunities to link music-technology pedagogical theories with actual classroom practices. Web-based and software resources (e.g., GarageBand, BandLab) will be explored and discussed alongside the development of appropriate curriculum packages and teaching strategies that incorporate the use of music technologies for the PLS Music Syllabus.

DCI20B Popular Music Pedagogies

This course aims to develop music student teachers' ensemble skills in pop band contexts and pedagogical knowledge related to the teaching of popular music. You will get to develop skills in playing a range of pop band instruments as well as using digital audio workstations to produce teaching resources such as backing tracks. You will also explore and apply pedagogical approaches related to popular music such as non-formal teaching and informal learning, in addition to other approaches (e.g., experience-concept-application).

SUBJECT KNOWLEDGE

Art

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DSA10A	Art History	Core	3	-
	DSA10B	Drawing (2D Studies 1)	Core	3	-
	DSA10C	Sculpture (3D Studies 1)	Core	3	-
	DSA10D	Digital Photography (New Media Studies 1)	Core	3	-
	DSA10E	Visual Literacy	Core	3	-
	DSA10G	Painting (2D Studies 2)	Core	3	-
	DSA10H	Digital Videography (New Media Studies 2)	Core	3	-
2	DSA20A	Visual Arts Education in Museum and Galleries	Core	3	-
	DSA20B	Ceramics (3D Studies 2)	Core	3	-
	DSA20C	Visual Art Research	Core	3	-

DSA10A Art History

This course looks at key developments of Art in history. The emphasis of the course will be the prospecting of contemporary in historical terms. This course focuses on ways by which the contemporary and the prior are diversely seen, read, desired, claimed and discussed. The approach entails studies of art practices, productions and critical texts that will inform their own Artistic practice.

DSA10B Drawing (2D Studies 1)

This studio-based course investigates the nature of drawing from an academic tradition to contemporary practice. Student teachers will be exposed to a range of skills and approaches through practical studio projects that will nurture a personal response and content mastery.

DSA10C Sculpture (3D Studies 1)

This studio course encompasses core sculptural concepts and techniques, including casting, moulding, and building with materials such as plaster, clay, and wood. Student teachers will consider the use of three-dimensional expressive and representational media and

its role in the formation of symbolic systems. Using a combination of studio-practice and theory, student teachers will develop their own competence in three-dimensional representation and expressive processes.

DSA10D Digital Photography (New Media Studies 1)

This studio course introduces contemporary digital photography through the experience of technical, expressive, and conceptual methods of digital image making. Student teachers will be exposed to camera handling techniques, composition skills, studio photography and experimental imaging. They will acquire working methods, visual research skills and knowledge necessary for the successful implementation of meaningful and aesthetic lens-based artwork.

DSA10E Visual Literacy

This course aims to familiarize student teachers with common modes of interpreting visual images. Using examples from wide-ranging historical periods and geographical locations, they will learn the fundamentals of relating the visual elements of an image to the context of its creation and reception. They will also gain an understanding of how visual images work in tandem with non-visual forms, such as the written text and sound, to generate meanings.

DSA10G Painting (2D Studies 2)

This studio-based course investigates the materiality of painting within the tradition of figuration. By means of small projects, issues and theories relating to the practice of painting will be highlighted for critical examination.

DSA10H Digital Videography (New Media Studies 2)

This studio course builds upon Digital Photography and expands the student teachers visual language towards digital moving pictures. Through the experience of technical, expressive, and conceptual methods of digital

movie making, they will acquire working methods, visual research skills and knowledge necessary for the successful implementation of meaningful and aesthetic lens-based video work.

DSA20A Visual Arts Education in Museum and Galleries

This course will explore the educational role of museums and galleries and its relationship to art education. The primary aim is to help student teachers conceptualise and develop innovative gallery-based resources for different levels of schooling. Fieldtrips will be conducted to the various local museums and galleries.

DSA20B Ceramics (3D Studies 2)

This studio course investigates the use of clay, a traditional but exceptionally versatile medium in the 3Dstudio/classroom. It encompasses core ceramics concepts and techniques, including hand-building, wheel-throwing, glazing, and firing. The learning of our cultural history through ceramic artefacts will also be incorporated.

DSA20C Visual Art Research

This course offers the opportunity for student teachers to develop Visual Art research in an area of artistic practice of their choice by drawing upon their prior investigations into the concept and practice of representation and expression. The student teacher will be required to engage in the development of a body of work negotiated with an appointed supervisor that will culminate in a Final Year Exhibition. Student teachers may investigate areas such as contemporary two/three dimensional Art, New Media Art, or Interdisciplinary Art.

Music

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DSI10A	Music Theory for a Multi-Cultural Music Curriculum 1	Core	3	-
	DSI10B	Aural Skills for the 21st Century Musician	Core	3	-
	DSI10C	World Music Ensembles	Core	3	-
2	DSI106	Composing and Arranging	Core	3	DSI10C
	DSI20A	Music Theory for a Multi-Cultural Music Curriculum 2	Core	3	DSI10A
	DSI20B	Baroque and Classical Musical Practices	Core	3	-
	DSI20C	Romantic and 20th Century Musical Practices	Core	3	-

DSI10A Music Theory for a Multi-Cultural Music Curriculum 1

This is the first of a two-course sequence aimed at developing some basic theoretical understanding and related music-writing skills relevant to the different music traditions included in the Singapore school music syllabuses. These knowledge and skills bases are meant to undergird your designing of meaningful listening, performing, and creating lesson activities. The mode of teaching adopted will have a strong practical dimension whereby theoretical concepts are learnt in part through singing and performing in ways authentic to the tradition in question. For this first course, the simpler concepts and related music writing skills in western classical, western pop, Chinese and Malay music will be taught.

DSI10B Aural Skills for the 21st Century Musician

This course aims to provide a firm foundation in aural skills for the 21st Century musician in the globalized Singapore context, drawing in particular on Western Classical music, popular music/jazz, and music from diverse cultures (e.g., Chinese, Malay, Indian). You will be introduced to key listening skills to help you develop a critical ear, aural awareness, and cross-cultural sensitivity to music across different traditions, styles, and genres. Throughout the course, you will develop foundational aural skills (e.g., sight-singing/solfège-singing including using cipher notation), dictation/aural

transcription skills, and abilities to identify harmonies, timbres, and other musical and stylistic features through a spiral approach.

DSI10C World Music Ensembles

This course aims to introduce Chinese, Malay, and Indian traditional music practices from a culturally-situated and practice-specific context. You will learn about the basic elements and concepts of the traditional musics and examine the skills individual performers require in the development of ensemble performance in Chinese, Malay, and Indian Music. You will learn to perform on the guzheng within an ensemble situation. You will also learn the basic elements and concepts of Malay music and dance. Finally, you will be given practical experiences on both North and South Indian classical music. These include an introduction to raga and tala as well as Indian vocal techniques.

DSI106 Composing and Arranging

This course aims to develop foundational skills in melody writing, arrangement, and composition structuring. Upon course completion, you will be able to compose short pieces involving melody and accompaniment, as well as gain some technical understanding of what makes an effective composition. By composing a piece for fellow course mates to play live, you will have an authentic situation to put your technical knowledge into practice, evaluate your composition, as well as communicate your musical ideas to other musicians.

DSI20A Music Theory for a Multi-Cultural Music Curriculum 2

This is the second of a two-course sequence aimed at developing some basic theoretical understanding and related music-writing skills relevant to the different music traditions included in the Singapore school music syllabuses. These knowledge and skills bases are meant to undergird your designing of meaningful listening, performing and creating lesson activities. The mode of

teaching adopted will have a strong practical dimension whereby theoretical concepts are learnt in part through singing and performing in ways authentic to the tradition in question. For this second course, more advanced concepts, and related music writing skills in western classical, and introductory concepts for jazz, Indian music, and Indonesian gamelan will be taught.

DSI20B Baroque and Classical Musical Practices

This course seeks to introduce to student teachers Western classical musical practices, situating them in a social and historical context. Musical practices, via creating performing and responding, form the basis of learning about any specific musical practice and the activity of experiencing and reflecting on the musical practice. Each musical practice will be viewed from its own culturally-situated and practice-specific context. This course acknowledges a constructivist paradigm in the teaching and learning of and about music, asserting knowledge as being uniquely constructed by individuals. Learning is facilitated in an environment, that is constructed by both student teachers and facilitators as stakeholders.

DSI20C Romantic and 20th Century Musical Practices

This course follows on from the one on Baroque and Classical Musical Practices. Through this course, student teachers will acquire concepts of musical traditions over the two centuries (and beyond) and understand ramifications of such constructions. Learning is facilitated in an environment which is constructed by both student teachers and facilitators as stakeholders.

LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DLK102	English for Academic and Professional Purposes	Core	2	-
2	DLK202	Communication Skills for Teachers	Core	2	-

DLK102 English for Academic and Professional Purposes

English for Academic and Professional Purposes is designed to develop your linguistic and communicative competence towards two desired outcomes. Firstly, you will acquire the metacognitive and language skills needed to produce appropriate texts in course-related writing tasks. Secondly, you will be guided towards adopting an inclusive, reader-focused, socially aware approach to written communication with colleagues, parents and other stakeholders that teachers interact with in the course of their work. In working towards these outcomes, you will become more strategic in how grammar and lexical choices can impact meaning in your writing.

DLK202 Communication Skills for Teachers

DLK 202 is a practical course designed to introduce the principles of oral and written communication for effective professional communication in the 21st century for diverse educational contexts and with varied audiences. Through the analysis of authentic school-based scenarios and relevant readings, you will develop an understanding of how communications need to be tailored based on different purposes, audiences and contexts. The course tutorial sessions are structured as interactive engagements that encourage your critical reflection on communication choices. These activities are aimed at preparing you for your future role as a teacher, with a specific emphasis on enhancing pronunciation and articulation of spoken language.

PRACTICUM

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DPR103	Teaching Practice 1	Core	5	-
2	DPR203	Teaching Practice 2	Core	10	DPR103

Teaching Practicum is a very important component of the diploma programme. Student teachers will apply their knowledge and skills for the teaching subjects they are trained in and develop their teaching competencies in a variety of instructional contexts and at different levels under the guidance and supervision of cooperating teachers (CTs), school coordinating mentors and university lecturers. They will learn from experienced school mentors about the schooling process and prepare themselves for their roles and responsibilities in teaching.

The Practicum is developmental in nature. It comprises two school attachment periods, i.e., Teaching Practice 1 (TP1), and Teaching Practice 2 (TP2).

DPR103 Teaching Practice 1

The 5-week Teaching Practice 1 is to help the student teachers observe, reflect, and gain practical teaching experience. They will be provided opportunities to observe their CTs' lessons. Eventually they will learn to help their CTs plan lessons, prepare resources, manage pupils, and assist their CTs in some guided teaching.

DPR203 Teaching Practice 2

In this 10-week Teaching Practice 2, the student teachers will build up their skills and knowledge in a step-wise manner. They will develop planning and delivery skills, followed by classroom management and assessment skills. In addition, to ensure that the student teachers have a holistic experience, they will also be provided opportunities to explore other aspects of a teacher's life besides classroom teaching, for example, observing how CCAs are managed.

Diploma in Art/Music Education Programme (Primary) (One-Year)

Curriculum Structure for Diploma in Art/Music Education Programme (Primary) (One-Year)

Student teachers under the Art/Music Teacher Training Scheme who have successfully completed the three-year NAFA Diploma in Art/Music (Teaching) are required to undergo a one-year Diploma in Art/Music Education programme. They will follow the curriculum structure shown in Table 10 below:

Table 10: Curriculum Structure of the One-year Diploma in Art/Music Education Programme
[For student teachers under the Art/Music Teacher Training Scheme who have completed the NAFA Diploma in Art/Music (Teaching)]

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	DED003	Pedagogical Practices	3
	DED004	Professional Practice and Inquiry	1
	DED106	Teaching and Managing Learners at the Primary Level	2
	DED110	Assessing Learning and Performance	1
	DED111	Group Endeavours in Service Learning	1
	DED112	Educational Psychology: Theories and Application for Learning and Teaching	2
	DED113	Designing Future-Ready Learning with Technology	2
	DED204	Character and Citizenship Education in the Singapore Context	2
CURRICULUM STUDIES (Art or Music)			
Art	DCA10B	Concepts and Practices in Art Education (Teaching of Art 1)	3
	DCA10C	Children and Adolescents' Artistic Development and its Implications on Teaching (Teaching of Art 2)	3
	DCA10D	Curriculum and Assessment in Art (Teaching of Art 3)	3
Music	DCI107	General Music in the Primary School	3
SUBJECT KNOWLEDGE (to align with the Curriculum Studies subject)			
Art	DSA10J	Teaching of Art in the Classroom (Teaching of Art 4)	3
Music	DSI105	World Musics in Education	3
	DSI203	Musics of Popular Culture in Education	3
	DSI204	Creativity in the Classroom	2
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
	DLK102	English for Academic & Professional Purposes	2
	DLK202	Communication Skills for Teachers	2
PRACTICUM			
	DPR201	Teaching Practice	10

- The Teaching Practice of 10 weeks will be scheduled in the second semester.

Contents of Core Courses

EDUCATION STUDIES

The courses for DED003-112 and DED204 are described in Education Studies Section under Dip Ed Programme (Teaching General Subjects at Primary Level).

CURRICULUM STUDIES

The Teaching of Art

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCA10B	Concepts and Practices in Art Education (Teaching of Art 1)	Core	3	-
	DCA10C	Children and Adolescents' Artistic Development and its Implications on Teaching (Teaching of Art 2)	Core	3	-
	DCA10D	Curriculum and Assessment in Art (Teaching of Art 3)	Core	3	-

DCA10B Concepts and Practices in Art Education (Teaching of Art 1)

The course will examine how art practices have evolved over time. Issues that arise from these changes and developments will be discussed and students have to reflect upon their own practices and relate them to the past, present and future of art education. The course will also examine how government policies and initiatives in the arts influence the teaching of art in local schools and beyond.

DCA10C Children and Adolescents' Artistic Development and its Implications on Teaching (Teaching of Art 2)

This course consists of introductions to classical and contemporary theories of children and adolescent development in the visual arts. This course will help student teachers understand the various theoretical frameworks and how these underpin particular approaches to pedagogy and classroom practices. Student teachers will learn to design meaningful art experiences for children and adolescents based on these

understandings to promote learning in art. Student teachers will also gain an in-depth understanding of the centrality of meaningful art engagements to the development of the whole person – specifically in the areas of artistic and aesthetic maturation and creative growth.

DCA10D Curriculum and Assessment in Art (Teaching of Art 3)

Student teachers will be introduced to key concepts in curriculum and assessment, and particularly in art education. Student teachers will be exposed to various curriculum models in art and evaluative instruments used in the field. Student teachers will develop competencies in designing art curriculum and programmes for schools while at the same time, be critical in examining and reflecting upon the various models and theories that they are adopting in their own curriculum design.

The Teaching of Music

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCI107	General Music in the Primary School	Core	3	-

DCI107 General Music in the Primary School

This course provides student teachers with a detailed examination of the General Music Programme syllabus in Singapore schools and the sourcing/designing of appropriate resources and materials for classroom use. The course will also discuss current issues surrounding the teaching of general music from a global perspective.

SUBJECT KNOWLEDGE

Art

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DSA10J	Teaching of Art in the Classroom (Teaching of Art 4)	Core	3	-

DSA10J Teaching of Art in the Classroom (Teaching of Art 4)

This course demands student teachers to bring together learning from other courses in designing art lessons for the classroom. Student teachers will learn about key considerations when designing lessons such as writing lesson objectives, implementation of lesson and evaluation of students' learning. Student teachers will also be conscious of their own teaching approaches and be reflective about them.

Music

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DSI105	World Musics in Education	Core	3	-
	DSI203	Musics of Popular Culture in Education	Core	3	-
	DSI204	Creativity in the Classroom	Core	2	-

DSI105 World Music in Education

This course examines the role that world music plays in developing pupils' understanding of musical diversity and its central role in societies. Local musics in Singapore, including Chinese, Malay, and Indian music (both North and South), will also be studied with a view to developing curriculum and context for their place in the music classroom and ways in which National Education messages can be communicated. The emphasis throughout this course is on active participation through creating, performing and listening.

DSI203 Musics of Popular Culture in Education

This course introduces the study of musics of popular culture, including jazz, with a view to developing curriculum and context for their place in the music classroom. The role that popular musics play in developing pupils' understanding of their rich diversity and importance in societies will be explored. The emphasis throughout is on active participation through creating, performing and listening.

DSI204 Creativity in the Classroom

Student teachers are encouraged to continue the exploration and development of a personal idiom in composing, but also to understand ways in which the process of composing and improvising in the school classroom may be used as an important means of developing musical understanding, and as a way in which pupils may find a way to express themselves musically.

LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DLK102	English for Academic and Professional Purposes	Core	2	-
	DLK202	Communication Skills for Teachers	Core	2	-

DLK102 English for Academic and Professional Purposes

English for Academic and Professional Purposes is designed to develop your linguistic and communicative competence towards two desired outcomes. Firstly, you will acquire the metacognitive and language skills needed to produce appropriate texts in course-related writing tasks. Secondly, you will be guided towards adopting an inclusive, reader-focused, socially aware approach to written communication with colleagues, parents and other stakeholders that teachers interact with in the course of their work. In working towards these outcomes, you will become more strategic in how grammar and lexical choices can impact meaning in your writing.

DLK202 Communication Skills for Teachers

DLK 202 is a practical course designed to introduce the principles of oral and written communication for effective professional communication in the 21st century for diverse educational contexts and with varied audiences. Through the analysis of authentic school-based scenarios and relevant readings, you will develop an understanding of how communications need to be tailored based on different purposes, audiences and contexts. The course tutorial sessions are structured as interactive engagements that encourage your critical reflection on communication choices. These activities are aimed at preparing you for your future role as a teacher, with a specific emphasis on

enhancing pronunciation and articulation of spoken language.

PRACTICUM

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DPR201♦	Teaching Practice	Core	10	-

♦ The Teaching Practice of 10 weeks will be scheduled in the second semester.

Teaching Practicum is a very important component of the diploma programme. Student teachers will apply their knowledge and skills for the teaching subjects they are trained in and develop their teaching competencies in a variety of instructional contexts and at different levels under the guidance and supervision of cooperating teachers (CTs), school coordinating mentors and university lecturers. They will learn from experienced school mentors about the schooling process and prepare themselves for their roles and responsibilities in teaching.

In the Dip in Art/Music Ed (Primary) (One-Year) programme, there is only one school attachment period.

DPR201 Teaching Practice

The Practicum comprises a 10-week Teaching Practice (TP), in which the student teachers will build up their skills and knowledge in a step-wise manner. They will develop planning and delivery skills, followed by classroom management and assessment skills. In addition, to ensure that the student teachers have a holistic experience, they will also be provided opportunities to explore other aspects of a teacher's life besides classroom teaching, for example, observing how CCAs are managed.

Diploma in Art/Music Education Programme (Secondary) (Two-Year)

Curriculum Structure for Diploma in Art/Music Education Programme (Secondary) (Two-Year)

The curriculum structure for Diploma in Art/Music Education (Secondary) Programme is shown in Table 11 below:

Table 11: Curriculum Structure for Diploma in Art/Music Education Programmes (Secondary) (Two-Year)

Year 1

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	DED023	Pedagogical Practices	3
	DED025	Professional Practice and Inquiry	1
	DED136	Teaching and Managing Learners at the Secondary Level	2
	DED137	ICT for Meaningful Learning	2
	DED140	Assessing Learning and Performance	1
	DED141	Group Endeavours in Service Learning	1
	DED142	Educational Psychology: Theories and Application for Learning and Teaching	2
CURRICULUM STUDIES (Select Art or Music)			
Art	DCA13A	Children and Adolescents' Artistic Development and its Implications on Teaching (Teaching of Art 2)	3
Music	DCI130	General Musicianship I	3
	DCI131	General Musicianship II	3
	DCI132	Secondary School Music	3
	DCI133	Choir I	2
	DCI134	Band I	2
	DCI135	Conducting	2
SUBJECT KNOWLEDGE (To align with the Curriculum Studies subject)			
Art	DSA13A	Art History	3
	DSA13B	Drawing (2D Studies 1)	3
	DSA13C	Sculpture (3D Studies 1)	3
	DSA13D	Digital Photography (New Media Studies 1)	3
	DSA13E	Visual Literacy	3
	DSA13G	Painting (2D Studies 2)	3
	DSA13H	Digital Videography (New Media Studies 2)	3
Music	DSI130	World Music in Education	3
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
	DLK132	English for Academic and Professional Purposes	2
PRACTICUM			
	DPR133	Teaching Practice 1	5

Year 2

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	DED234	Character and Citizenship Education in the Singapore Context	2
CURRICULUM STUDIES (Further studies in subject taken in Year 1)			
Art	DCA23A	Concepts and Practices in Art Education (Teaching of Art 1)	3
	DCA23B	Curriculum and Assessment in Art (Teaching of Art 3)	3
	DCA23C	Teaching of Art in the Classroom (Teaching of Art 4)	3
Music	DCI230	General Musicianship III	3
	DCI231	Choir II	2
	DCI232	Educational Perspectives in Music	3
	DCI233	Band II	2
SUBJECT KNOWLEDGE (Further studies in subject taken in Year 1)			
Art	DSA23A	Visual Arts Education in Museum and Galleries	3
	DSA23B	Ceramics (3D Studies 2)	3
	DSA23C	Visual Art Research	3
Music	DSI230	Creativity in the Classroom	3
	DSI231	Music in Media	3
	DSI232	Music of Popular Culture in Education	3
	DSI233	Western Art Music in Education	3
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
	DLK232	Communication Skills for Teachers	2
PRACTICUM			
	DPR233	Teaching Practice 2	10

Contents of Core Courses

EDUCATION STUDIES

The courses for DED023-142 & DED234 are described in Education Studies section under Dip Ed Programme (Teaching of ML/TL at Secondary Level).

CURRICULUM STUDIES

The Teaching of Art

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCA13A	Children and Adolescents' Artistic Development and its Implications on Teaching (Teaching of Art 2)	Core	3	-
2	DCA23A	Concepts and Practices in Art Education (Teaching of Art 1)	Core	3	-
	DCA23B	Curriculum and Assessment in Art (Teaching of Art 3)	Core	3	-
	DCA23C	Teaching of Art in the Classroom (Teaching of Art 4)	Core	3	-

DCA13A Children and Adolescents' Artistic Development and its Implications on Teaching (Teaching of Art 2)

This course consists of introductions to classical and contemporary theories of children and adolescent development in the visual arts. This course will help student teachers understand the various theoretical frameworks and how these underpin particular approaches to pedagogy and classroom practices. Student teachers will learn to design meaningful art experiences for children and adolescents based on these understandings to promote learning in art. Student teachers will also gain an in-depth understanding of the centrality of meaningful art engagements to the development of the whole person – specifically in the areas of artistic and aesthetic maturation and creative growth.

DCA23A Concepts and Practices in Art Education (Teaching of Art 1)

The course will examine how art practices have evolved over time. Issues that arise from these changes and developments will be discussed and student teachers have to reflect upon their own practices and relate them to the past, present and future of art education. The course will also examine how government policies and initiatives in the arts influence the teaching of art in local schools and beyond.

DCA23B Curriculum and Assessment in Art (Teaching of Art 3)

Student teachers will be introduced to key concepts in curriculum and assessment, and particularly in art education. Student teachers will be exposed to various curriculum models in art and evaluative instruments used in the field. Student teachers will develop competencies in designing art curriculum and programmes for schools while at the same time, be critical in examining and reflecting upon the various models and theories that they are adopting in their own curriculum design.

DCA23C Teaching of Art in the Classroom (Teaching of Art 4)

This course demands student teachers to bring together learning from other courses in designing art lessons for the classroom. Student teachers will learn about key considerations when designing lessons such as writing lesson objectives, implementation of lesson and evaluation of students' learning. Student teachers will also be conscious of their own teaching approaches and be reflective about them.

The Teaching of Music

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCI130	General Musicianship I	Core	3	-
	DCI131	General Musicianship II	Core	3	-
	DCI132	Secondary School Music	Core	3	-
	DCI133	Choir I	Core	2	-
	DCI134	Band I	Core	2	-
	DCI135	Conducting	Core	2	-
2	DCI230	General Musicianship III	Core	3	-
	DCI231	Choir II	Core	2	-
	DCI232	Educational Perspectives in Music	Core	3	-
	DCI233	Band II	Core	2	-

DCI130 General Musicianship I

This course seeks to establish a foundation in musicianship skills (aural-training, sight-singing, keyboard skills, functional music theory and analysis) for the music classroom via the activities of creating, performing and responding. This course is to help student teachers develop essential functional musical concepts and skills that are required as a classroom music teacher with a view to cultivating performance and listening skills.

DCI131 General Musicianship II

This course seeks to apply these skills (aural-training, sight-singing, keyboard skills, functional music theory and analysis) to music teaching and learning for the classroom. This course is designed to prepare student teachers to formulate instructional goals and organize teaching strategies, and to utilize a variety of techniques and materials for the secondary classroom.

DCI132 Secondary School Music

This course involves a thorough survey and discussion of the Secondary School Music Syllabus in relation to practices and policies outlined by the Ministry of Education. It aims to familiarize student teachers with the requirements and guidelines defined by MOE's current Secondary Music Syllabus, to enable them to develop a

congruent, comprehensive, developmental programme of music education in secondary schools. The teaching of music in the secondary school with particular reference to the syllabus as it is in operation in Singapore schools. The teaching of music in the secondary school with particular reference to the syllabus as it is in operation in Singapore schools.

DCI133 Choir I

This course enables the development of educational practices in the classroom by an immersion in practical musical skills through participation in vocal and choral activities. This is a practical-based course.

DCI134 Band I

This course enables the development of educational practices in the classroom by an immersion in practical musical skills through participation in activities for the symphonic band. These skills are seen as a knowledge base for developing other skills in performing and ensemble directing. Also developed are knowledge and skills necessary for conducting an ensemble in the secondary music classroom and school-based ensembles. This practical-based course includes a study of rehearsal procedures and performance practice.

DCI135 Conducting

The fundamentals of choral and/or band conducting through classroom performance.

DCI230 General Musicianship III

This course seeks to further reinforce and sharpen student teachers' aural perception, sight singing and keyboard skills and analytical understanding to fulfil the task of a music specialist in teaching and learning for both classroom and co-curricular music settings, managing classroom music activities and development of a secondary music programme.

DCI231 Choir II

This course builds on the initial development, in Choir I, of educational practices in the classroom by an immersion in practical musical skills through participation in vocal and choral activities. This is a practical-based course.

DCI232 Educational Perspectives in Music

This course explores current thinking in the area of music education theory through practical and creative activities appropriate for music making in the secondary school classroom. This course also examines the impact of diverse musical traditions around the world including popular culture and jazz on educational theory and practice. The fundamental issues which underpin contemporary music education and classroom practice.

DCI233 Band II

This course is a further development, in Band I, of educational practices in the classroom by an immersion in practical musical skills through participation in activities for the symphonic band. These skills are seen as a knowledge base for developing other skills in performing and ensemble directing. Also developed is knowledge and skills necessary for conducting an ensemble in the secondary music classroom and school-based ensembles. This practical-based course includes a study of rehearsal procedures and performance practice.

SUBJECT KNOWLEDGE

Art

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DSA13A	Art History	Core	3	-
	DSA13B	Drawing (2D Studies 1)	Core	3	-
	DSA13C	Sculpture (3D Studies 1)	Core	3	-
	DSA13D	Digital Photography (New Media Studies 1)	Core	3	-
	DSA13E	Visual Literacy	Core	3	-
	DSA13G	Painting (2D Studies 2)	Core	3	-
	DSA13H	Digital Videography (New Media Studies 2)	Core	3	-
2	DSA23A	Visual Arts Education in Museum and Galleries	Core	3	-
	DSA23B	Ceramics (3D Studies 2)	Core	3	-
	DSA23C	Visual Art Research	Core	3	-

DSA13A Art History

This course looks at key developments of Art in history. The emphasis of the course will be the prospecting of contemporary in historical terms. This course focuses on ways by which the contemporary and the prior are diversely seen, read, desired, claimed and discussed. The approach entails studies of art practices, productions and critical texts that will inform their own Artistic practice.

DSA13B Drawing (2D Studies 1)

This studio-based course investigates the nature of drawing from an academic tradition to contemporary practice. Student teachers will be exposed to a range of skills and approaches through practical studio projects that will nurture a personal response and content mastery.

DSA13C Sculpture (3D Studies 1)

This studio course encompasses core sculptural concepts and techniques, including casting, moulding, and building with materials such as plaster, clay, and wood. Student teachers will consider the use of three-dimensional expressive and representational media and

its role in the formation of symbolic systems. Using a combination of studio-practice and theory, student teachers will develop their own competence in three-dimensional representation and expressive processes.

DSA13D Digital Photography (New Media Studies 1)

This studio course introduces contemporary digital photography through the experience of technical, expressive, and conceptual methods of digital image making. Student teachers will be exposed to camera handling techniques, composition skills, studio photography and experimental imaging. They will acquire working methods, visual research skills and knowledge necessary for the successful implementation of meaningful and aesthetic lens-based artwork.

DSA13E Visual Literacy

This course aims to familiarize student teachers with common modes of interpreting visual images. Using examples from wide-ranging historical periods and geographical locations, they will learn the fundamentals of relating the visual elements of an image to the context of its creation and reception. They will also gain an understanding of how visual images work in tandem with non-visual forms, such as the written text and sound, to generate meanings.

DSA13G Painting (2D Studies 2)

This studio-based course investigates the materiality of painting within the tradition of figuration. By means of small projects, issues and theories relating to the practice of painting will be highlighted for critical examination.

DSA13H Digital Videography (New Media Studies 2)

This studio course builds upon Digital Photography and expands the student teachers visual language towards digital moving pictures. Through the experience of technical, expressive and conceptual methods of digital movie making, they will acquire working methods, visual

research skills and knowledge necessary for the successful implementation of meaningful and aesthetic lens-based video work.

DSA23A Visual Arts Education in Museum and Galleries

This course will explore the educational role of museums and galleries and its relationship to art education. The primary aim is to help student teachers conceptualise and develop innovative gallery-based resources for different levels of schooling. Fieldtrips will be conducted to the various local museums and galleries.

DSA23B Ceramics (3D Studies 2)

This studio course investigates the use of clay, a traditional but exceptionally versatile medium in the 3Dstudio/classroom. It encompasses core ceramics concepts and techniques, including hand-building, wheel-throwing, glazing, and firing. The learning of our cultural history through ceramic artefacts will also be incorporated.

DSA23C Visual Art Research

This course offers the opportunity for student teachers to develop Visual Art research in an area of artistic practice of their choice by drawing upon their prior investigations into the concept and practice of representation and expression. The student teacher will be required to engage in the development of a body of work negotiated with an appointed supervisor that will culminate in a Final Year Exhibition. Student teachers may investigate areas such as contemporary two/three-dimensional Art, New Media Art, or Interdisciplinary Art.

Music

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DSI130	World Music in Education	Core	3	-
2	DSI230	Creativity in the Classroom	Core	3	-
	DSI231	Music in Media	Core	3	-
	DSI232	Musics of Popular Culture in Education	Core	3	-
	DSI233	Western Art Music in Education	Core	3	-

DSI130 World Music in Education

This course examines the role that world music plays in developing pupils' understanding of musical diversity and its central role in societies. Local musics in Singapore, including Chinese, Malay, and Indian music (both North and South), will also be studied with a view to developing curriculum and context for their place in the music classroom and ways in which National Education messages can be communicated. The emphasis throughout this course is on active participation through creating, performing and listening.

DSI230 Creativity in the Classroom

Student teachers are encouraged to explore and develop a personal idiom in composing; to understand ways in which the process of composing and improvising in the school classroom may be used as an important means of developing musical understanding, and a way in which pupils may find a way to express themselves musically.

DSI231 Music in Media

This course examines the artistic processes in multi-media productions by looking at ways in which music, visuals, drama, and dance interact. It draws on soundtracks, musicals, and contemporary MTVs as examples of music in media and looks at how they can be used for teaching and learning in the secondary music classroom.

DSI232 Musics of Popular Culture in Education

This course introduces the study of musics of popular culture, including jazz, with a view to developing curriculum and context for their place in the music classroom. The role that popular musics play in developing pupils' understanding of their rich diversity and importance in societies will be explored. The emphasis throughout is on active participation through creating, performing and listening.

DSI233 Western Art Music in Education

This course involves a study of music of the western classical tradition with a view to developing curriculum and context for their place in the music classroom. Emphasis is placed on the role that western art music in developing pupils understanding of its place in society and includes issues of aesthetics. The emphasis throughout is on active participation through creating, performing and listening.

LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DLK132	English for Academic and Professional Purposes	Core	2	-
2	DLK232	Communication Skills for Teachers	Core	2	-

DLK132 English for Academic and Professional Purposes

English for Academic and Professional Purposes is designed to develop student teachers' language and communicative competence towards two desired outcomes. The first is to equip student teachers with the thinking and language skills needed to produce appropriate texts in course-related writing tasks. The second is to guide them towards a reader-focused and socially-aware approach to written communications with colleagues, parents, and other people that teachers interact with in the course of their work. In addressing these outcomes, the course also raises awareness of how grammar can affect meaning.

DLK232 Communication Skills for Teachers

This is a practical course designed to provide student teachers with the oral and written skills necessary for effective communication as teachers in the classroom and in their professional interaction with colleagues, parents, and the general public. Student teachers learn about vocal health care and quality, and the practice of good voice production. They are familiarized with the use of a pronunciation dictionary to help them resolve pronunciation and word stress difficulties. They become aware of the importance of considering the purpose, audience and context when communicating and learn how to communicate effectively to promote student learning. They also engage in practical hands-on activities of making oral and written presentations in a variety of school contexts. Built into the tutorials are opportunities for student teachers to reflect on their practices as well as on-going assignments and oral and

written presentations to assess their application of the knowledge and skills that they acquire during the course.

PRACTICUM

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DPR133	Teaching Practice 1	Core	5	-
2	DPR233	Teaching Practice 2	Core	10	DPR133

Teaching Practicum is a very important component of the diploma programme. Student teachers will apply their knowledge and skills for the teaching subjects they are trained in and develop their teaching competencies in a variety of instructional contexts and at different levels under the guidance and supervision of cooperating teachers (CTs), school coordinating mentors and university lecturers. They will learn from experienced school mentors about the schooling process and prepare themselves for their roles and responsibilities in teaching.

The Practicum is developmental in nature. It comprises two school attachment periods, i.e., Teaching Practice 1 (TP1), and Teaching Practice 2 (TP2).

DPR133 Teaching Practice 1

The 5-week Teaching Practice 1 is to help the student teachers observe, reflect, and gain practical teaching experience. They will be provided opportunities to observe their CTs' lessons. Eventually they will learn to help their CTs plan lessons, prepare resources, manage pupils, and assist their CTs in some guided teaching.

DPR233 Teaching Practice 2

In this 10-week Teaching Practice 2, the student teachers will build up their skills and knowledge in a step-wise manner. They will develop planning and delivery skills, followed by classroom management and assessment skills. In addition, to ensure that the student teachers have a holistic experience, they will also be provided opportunities to explore other aspects of a teacher’s life besides classroom teaching, for example, observing how CCAs are managed.

Diploma in Art/Music Education Programme (Secondary) (One-Year)

Curriculum Structure for Diploma in Art/Music Education Programme (Secondary) (One-Year)

Student teachers under the Art/Music Teacher Training Scheme who have successfully completed the three-year NAFA Diploma in Art/Music (Teaching) are required to undergo a one-year Diploma in Art/Music Education programme. They will follow the curriculum structure shown in Table 13 below:

Table 13: Curriculum Structure of the One-year Diploma in Art/Music Education Programme
[For student teachers under the Art/Music Teacher Training Scheme who have completed the NAFA Diploma in Art/Music (Teaching)]

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	DED023	Pedagogical Practices	3
	DED024	Professional Practice and Inquiry	1
	DED136	Teaching and Managing Learners at the Secondary Level	2
	DED137	ICT for Meaningful Learning	2
	DED140	Assessing Learning and Performance	1
	DED141	Group Endeavours in Service Learning	1
	DED142	Educational Psychology: Theories and Application for Learning and Teaching	2
	DED234	Character and Citizenship Education in the Singapore Context	2
CURRICULUM STUDIES (Select Art or Music)			
Art	DCA13B	Concepts and Practices in Art Education (Teaching of Art 1)	3
	DCA13C	Children and Adolescents' Artistic Development and its Implications on Teaching (Teaching of Art 2)	3
	DCA13D	Curriculum and Assessment in Art (Teaching of Art 3)	3
Music	DCI132	Secondary School Music	3
SUBJECT KNOWLEDGE (to align with the Curriculum Studies subject)			
Art	DSA13J	Teaching of Art in the Classroom (Teaching of Art 4)	3
Music	DSI130	World Musics in Education	3
	DSI232	Musics of Popular Culture in Education	3
	DSI234	Creativity in the Classroom	2
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
	DLK132	English for Academic & Professional Purposes	2
	DLK232	Communication Skills for Teachers	2
PRACTICUM			
	DPR231♦	Teaching Practice	10

♦ The Teaching Practice of 10 weeks will be scheduled in the second semester.

Contents of Core Courses

EDUCATION STUDIES

The courses DED023-142 and DED234 are described in Education Studies section under Dip Ed Programme (Teaching of ML/TL at Secondary Level).

CURRICULUM STUDIES

The Teaching of Art

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCA13B	Concepts and Practices in Art Education (Teaching of Art 1)	Core	3	-
	DCA13C	Children and Adolescents' Artistic Development and its Implications on Teaching (Teaching of Art 2)	Core	3	-
	DCA13D	Curriculum and Assessment in Art (Teaching of Art 3)	Core	3	-

DCA13B Concepts and Practices in Art Education (Teaching of Art 1)

The course will examine how art practices have evolved over time. Issues that arise from these changes and developments will be discussed and student teachers have to reflect upon their own practices and relate them to the past, present and future of art education. The course will also examine how government policies and initiatives in the arts influence the teaching of art in local schools and beyond.

DCA13C Children and Adolescents' Artistic Development and its Implications on Teaching (Teaching of Art 2)

This course consists of introductions to classical and contemporary theories of children and adolescent development in the visual arts. This course will help student teachers understand the various theoretical frameworks and how these underpin particular approaches to pedagogy and classroom practices. Student teachers will learn to design meaningful art experiences for children and adolescents based on these understandings to promote learning in art. Student teachers will also gain an in-depth understanding of the centrality of meaningful art engagements to the development of the whole person – specifically in the areas of artistic and aesthetic maturation and creative growth.

DCA13D Curriculum and Assessment in Art (Teaching of Art 3)

Student teachers will be introduced to key concepts in curriculum and assessment, and particularly in art education. Student teachers will be exposed to various curriculum models in art and evaluative instruments used in the field. Student teachers will develop competencies in designing art curriculum and programmes for schools while at the same time, be critical in examining and reflecting upon the various models and theories that they are adopting in their own curriculum design.

The Teaching of Music

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCI132	Secondary School Music	Core	3	-

DCI132 Secondary School Music

This course involves a thorough survey and discussion of the Secondary School Music Syllabus in relation to practices and policies outlined by the Ministry of Education. It aims to familiarize student teachers with the requirements and guidelines defined by MOE's current Secondary Music Syllabus, to enable them to develop a congruent, comprehensive, developmental programme of music education in secondary schools. The teaching of music in the secondary school with particular reference to the syllabus as it is in operation in Singapore schools.

The teaching of music in the secondary school with particular reference to the syllabus as it is in operation in Singapore schools.

SUBJECT KNOWLEDGE

Art

Year	Course Code	Title	Course Category	No. of AUs	Pre- req-uisites
1	DSA13J	Teaching of Art in the Classroom (Teaching of Art 4)	Core	3	-

DSA13J Teaching of Art in the Classroom (Teaching of Art 4)

This course demands student teachers to bring together learning from other courses in designing art lessons for the classroom. Student teachers will learn about key considerations when designing lessons such as writing lesson objectives, implementation of lesson and evaluation of students' learning. Student teachers will also be conscious of their own teaching approaches and be reflective about them.

Music

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DSI130	World Musics in Education	Core	3	-
	DSI232	Musics of Popular Culture in Education	Core	3	-
	DSI234	Creativity in the Classroom	Core	2	-

DSI130 World Music in Education

This course examines the role that world music plays in developing pupils' understanding of musical diversity and its central role in societies. Local musics in Singapore, including Chinese, Malay, and Indian music (both North and South), will also be studied with a view to developing curriculum and context for their place in the music classroom and ways in which National Education messages can be communicated. The emphasis throughout this course is on active participation through creating, performing and listening.

DSI232 Musics of Popular Culture in Education

This course introduces the study of musics of popular culture, including jazz, with a view to developing curriculum and context for their place in the music classroom. The role that popular musics play in developing pupils' understanding of their rich diversity and importance in societies will be explored. The emphasis throughout is on active participation through creating, performing and listening.

DSI234 Creativity in the Classroom

Student teachers are encouraged to continue the exploration and development of a personal idiom in composing, but also to understand ways in which the process of composing and improvising in the school classroom may be used as an important means of developing musical understanding, and as a way in which pupils may find a way to express themselves musically.

LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DLK132	English for Academic and Professional Purposes	Core	2	-
	DLK232	Communication Skills for Teachers	Core	2	-

DLK132 English for Academic and Professional Purposes

English for Academic and Professional Purposes is designed to develop student teachers' language and communicative competence towards two desired outcomes. The first is to equip student teachers with the thinking and language skills needed to produce appropriate texts in course-related writing tasks. The second is to guide them towards a reader-focused and socially-aware approach to written communications with colleagues, parents, and other people that teachers interact with in the course of their work. In addressing these outcomes, the course also raises awareness of how grammar can affect meaning.

DLK232 Communication Skills for Teachers

This is a practical course designed to provide student teachers with the oral and written skills necessary for effective communication as teachers in the classroom and in their professional interaction with colleagues, parents, and the general public. Student teachers learn about vocal health care and quality, and the practice of good voice production. They are familiarized with the use of a pronunciation dictionary to help them resolve pronunciation and word stress difficulties. They become aware of the importance of considering the purpose, audience and context when communicating and learn how to communicate effectively to promote student learning. They also engage in practical hands-on activities of making oral and written presentations in a variety of school contexts. Built into the tutorials are opportunities for student teachers to reflect on their practices as well as on-going assignments and oral and

written presentations to assess their application of the knowledge and skills that they acquire during the course.

PRACTICUM

Year	Course code	Title	Course Category	No. of AUs	Pre-requisites
1	DPR231♦	Teaching Practice	Core	10	-

♦ The Teaching Practice of 10 weeks will be scheduled in the second semester.

Teaching Practicum is a very important component of the diploma programme. Student teachers will apply their knowledge and skills for the teaching subjects they are trained in and develop their teaching competencies in a variety of instructional contexts and at different levels under the guidance and supervision of cooperating teachers (CTs), school coordinating mentors and university lecturers. They will learn from experienced school mentors about the schooling process and prepare themselves for their roles and responsibilities in teaching.

In the Dip Art/Music Ed (Secondary) (One-Year) programmes, there is only one school attachment period.

DPR231 Teaching Practice

The Practicum comprises a 10-week Teaching Practice (TP), in which the student teachers will build up their skills and knowledge in a step-wise manner. They will develop planning and delivery skills, followed by classroom management and assessment skills. In addition, to ensure that the student teachers have a holistic experience, they will also be provided opportunities to explore other aspects of a teacher's life besides classroom teaching, for example, observing how CCAs are managed.

Diploma in Home Economics Education Programme (Secondary) (One-Year)

Curriculum Structure for Diploma in Home Economics Education Programme (Secondary) (One-Year)

Student teachers under the Home Economics Teacher Training Scheme who have successfully completed the three-year Diploma in Consumer Science and Technology from Temasek Polytechnic are required to undergo a one-year Diploma in Home Economics Education programme. They will follow the curriculum structure shown in Table 13 below:

Table 134: Curriculum Structure of the Diploma in Home Economics Education Programme
(For student teachers under the Home Economics Teacher Training Scheme who have completed the Diploma in Consumer Science and Technology from Temasek Polytechnic)

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	DED023	Pedagogical Practices	3
	DED024	Professional Practice and Inquiry	1
	DED136	Teaching and Managing Learners at the Secondary Level	2
	DED137	ICT for Meaningful Learning	2
	DED140	Assessing Learning and Performance	1
	DED141	Group Endeavours in Service Learning	1
	DED142	Educational Psychology: Theories and Application for Learning and Teaching	2
	DED234	Character and Citizenship Education in the Singapore Context	2
CURRICULUM STUDIES			
Home Economics	DCX130	The Teaching of Food and Nutrition	3
	DCX131	The Teaching of Clothing and Textiles	3
	DCX132	Home Economics Curriculum and Evaluation	2
	DCX133	The Teaching of Consumer Education	3
LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS			
	DLK132	English for Academic & Professional Purposes	2
	DLK232	Communication Skills for Teachers	2
PRACTICUM			
	DPR231♦	Teaching Practice	10

♦ The Teaching Practice of 10 weeks will be scheduled in the second semester.

Contents of Core Courses

EDUCATION STUDIES

The courses DED023-142 and DED234 are described in Education Studies section under Dip Ed Programme (Teaching of ML/TL at Secondary Level).

CURRICULUM STUDIES

The Teaching of Home Economics

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DCX130	The Teaching of Food and Nutrition	Core	3	-
	DCX131	The Teaching of Clothing and Textiles	Core	3	-
	DCX132	Home Economics Curriculum and Evaluation	Core	2	-
	DCX133	The Teaching of Consumer Education	Core	3	-

DCX130 The Teaching of Food and Nutrition

The Food and Nutrition syllabus at the lower and upper secondary levels; strategies and methods to teach basic principles of food management; organisation of investigative and practical work, emphasis on course-work development for upper secondary syllabus.

DCX131 The Teaching of Clothing and Textiles

The pedagogical aspects of topics such as textile studies, planning of clothing needs of individuals and families, consumer awareness in the choice and care of clothes, choice, use and care of equipment, and basic clothing construction skills.

DCX132 Home Economics Curriculum and Evaluation

The nature, history, and philosophy of home economics; the rationale and objectives of teaching home economics; resources and teaching strategies which focus on learner involvement; the use of appropriate evaluation procedures in facilitating effective learning.

DCX133 The Teaching of Consumer Education

Various approaches to the teaching of consumer education. The concepts of needs and wants, as well as how to make smart consumer decisions, to identify priorities, to set realistic economic goals and manage resources effectively.

LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	DLK132	English for Academic and Professional Purposes	Core	2	-
	DLK232	Communication Skills for Teachers	Core	2	-

DLK132 English for Academic and Professional Purposes

English for Academic and Professional Purposes is designed to develop student teachers' language and communicative competence towards two desired outcomes. The first is to equip student teachers with the thinking and language skills needed to produce appropriate texts in course-related writing tasks. The second is to guide them towards a reader-focused and socially-aware approach to written communications with colleagues, parents, and other people that teachers interact with in the course of their work. In addressing these outcomes, the course also raises awareness of how grammar can affect meaning.

DLK232 Communication Skills for Teachers

This is a practical course designed to provide student teachers with the oral and written skills necessary for effective communication as teachers in the classroom and in their professional interaction with colleagues, parents, and the general public. Student teachers learn about vocal health care and quality, and the practice of good voice production. They are familiarized with the use of a pronunciation dictionary to help them resolve pronunciation and word stress difficulties. They become aware of the importance of considering the purpose, audience and context when communicating and learn how to communicate effectively to promote student learning. They also engage in practical hands-on activities of making oral and written presentations in a variety of school contexts. Built into the tutorials are opportunities for student teachers to reflect on their practices as well as on-going assignments and oral and

written presentations to assess their application of the knowledge and skills that they acquire during the course.

PRACTICUM

Year	Course code	Title	Course Category	No. of AUs	Pre-requisites
1	DPR231 ♦	Teaching Practice	Core	10	-

♦ The Teaching Practice of 10 weeks will be scheduled in the second semester.

Teaching Practicum is a very important component of the diploma programme. Student teachers will apply their knowledge and skills for the teaching subjects they are trained in and develop their teaching competencies in a variety of instructional contexts and at different levels under the guidance and supervision of cooperating teachers (CTs), school coordinating mentors and university lecturers. They will learn from experienced school mentors about the schooling process and prepare themselves for their roles and responsibilities in teaching.

In the Dip in Home Economics Ed programme (Secondary) (One-Year), there is only one school attachment period.

DPR231 Teaching Practice

The Practicum comprises a 10-week Teaching Practice (TP), in which the student teachers will build up their skills and knowledge in a step-wise manner. They will develop planning and delivery skills, followed by classroom management and assessment skills. In addition, to ensure that the student teachers have a holistic experience, they will also be provided opportunities to explore other aspects of a teacher's life besides classroom teaching, for example, observing how CCAs are managed.

Diploma in Special Education (DISE) (SSTs & SEN Officers) (One-Year) / Diploma in Special Education (DISE) (SSTs) (One and a Half-Year)

Curriculum Structure for Diploma in Special Education (DISE)

The curriculum structures for Diploma in Special Education (DISE) Programme are shown in Tables 14, 15 and 16 below:

Table 14: Curriculum Structure for Diploma in Special Education (DISE) Programme

[For Special Schools' Teachers (SSTs)]

Year 1

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	NED111	Effective Teaching and Learning in Special Education	4
	NED116	Introduction to Special Education for SPED Teachers	2
	NED117	Educational Psychology for SPED Teachers	2
	NED118	Assessment, Individualised Education Plan and Instructional Planning in Special Education	4
	NED119	School and Classroom Practice	3
	Electives (Choose 1)		
	NED165	Disability Studies – Autism Spectrum Disorder	3
	NED166	Disability Studies – Intellectual Disability	3
	NED167	Disability Studies - Multiple Disabilities	3
CURRICULUM STUDIES			
Special Education	NCS111	Communication and Language	4
	NCS112	Numeracy	3
	NCS113	Daily Living Skills	2
	NCS114	Vocational Education	2
	NCS115	Partnering Families and Stakeholders	2
	NCS116	Transition Planning	2
	NCS117	Social Emotional Learning	3
	Electives (Choose 1)		
	NCS162	Awakening Sensations and Sensibilities through the Arts	2
	NCS163	Introduction to Teaching Physical Education in Special Education Schools	2
PRACTICUM			
	NPR100♦	Practicum	10

♦ The Practicum of 10 weeks will be scheduled in the second semester.

Table 15: Curriculum Structure for Diploma in Special Education (DISE) Programme

[For Special Educational Needs Officers (SEN Officers)]

Year 1

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	NED105	Assessment, Planning, Implementing & Evaluation	2
	NED106	Behavioural and Communication Difficulties	4
	NED109	Introduction to Special Education	2
	NED110	Educational Psychology	3
	NED113	Practice and Intervention Technique	3
	NED115	Research to Practice: School-based Experience	3
CURRICULUM STUDIES			
Special Education	NCS120	Language and Literacy Difficulties	4
	NCS127	Sensory, Motor, Learning and Behavioural Difficulties and Disorders	3
	NCS129	Communication and Collaboration with Stakeholders	2
PRACTICUM			
	NPR100♦	Practicum	10

♦ The Practicum of 10 weeks will be scheduled in the second semester.

Table 16: Curriculum Structure for Diploma in Special Education Programme (One and a Half-Year)

[For Special Schools' Teachers (SSTs)]

Year 1

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	NED108	Assessment & Programming in Special Education	4
	NED109	Introduction to Special Education	2
	NED110	Educational Psychology	3
	NED112	Introduction to Disabilities & Disorders	4
	NED111	Effective Teaching & Learning in Special Education	4
CURRICULUM STUDIES			
Special Education	NCS107	Literacy Skills for Students with Special Needs	2
	NCS108	Numeracy Skills for Students with Special Needs	2

Year 2

Category/ Subject	Course Code	Title	No. of AUs
CURRICULUM STUDIES			
Special Education	NCS109	Learning, Living and Working in the Community	3
	NCS110	Communication & Collaboration for Special School Teachers	2
PRACTICUM			
	NPR100♦	Practicum	10

♦ The Practicum of 10 weeks will be scheduled in the final semester.

Contents of Core Courses and Prescribed Electives

EDUCATION STUDIES

Special Education

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	**Special Schools' Teachers**				
	NED111	Effective Teaching and Learning in Special Education	Core	4	-
	NED116	Introduction to Special Education for SPED Teachers	Core	2	-
	NED117	Educational Psychology for SPED Teachers	Core	2	-
	NED118	Assessment, Individualised Education Plan and Instructional Planning in Special Education	Core	4	-
	NED119	School and Classroom Practice	Core	3	-
	NED165	Disability Studies – Autism Spectrum Disorder	Prescribed	3	-
	NED166	Disability Studies – Intellectual Disability	Prescribed	3	-
	NED167	Disability Studies - Multiple Disabilities	Prescribed	3	-
	For Special Educational Needs Officers				
	NED105	Assessment, Planning, Implementing & Evaluation	Core	2	-
	NED106	Behavioural and Communication Difficulties	Core	4	-
	NED109	Introduction to Special Education	Core	2	-
	NED110	Educational Psychology	Core	3	-
	NED113	Practice and Intervention Technique	Core	3	-
	NED115	Research to Practice: School-based Experience	Core	3	-

NED105 Assessment, Planning, Implementing & Evaluation

This course aims to provide SEN Officers with an understanding of the processes and purposes of screening, assessment, and programming in special education. Participants will be guided to develop a range of assessment materials and techniques. This will allow the participants to interpret data and plan intervention programs for their students.

NED106 Behavioural and Communication Difficulties

This course provides an overview of emotional/ behavioural (E/BD) and social communication difficulties. Conceptual models and approaches of E/BD and common conditions of the various types of E/BD and social communication difficulties will be applied to all children. Focus will be given to pupils with attention, hyperactivity, and social and communication difficulties (e.g. ADHD, ASD) and their causes. Assessment of needs, as well as classroom support strategies to manage and reduce challenging behaviours will be included.

NED109 Introduction to Special Education

This course provides an introduction to special education for students in the first semester of the Diploma in Special Education (Special Educational Needs Officer), or DISE (SEN Officer) for short, programme. It is essential that those who work with individuals with disabilities or special needs gain the knowledge and understanding of special education, especially in the Singapore context. NED 109 introduces students to the historical trends and contemporary issues (e.g., inclusion) concerning individuals with special needs/disabilities at the local as well as international context. Students will also have the opportunity for reflection and reflexivity on own position towards disability through examining, clarifying, and affirming personal values, beliefs, and attitudes as well as professional roles and responsibilities in serving the needs of persons with special needs.

NED111 Effective Teaching & Learning in Special Education

This course provides a foundational base of general principles and strategies of effective teaching and learning for you. You will learn about the theoretical and practical applications of a range of evidence-based

approaches and practices that have been demonstrated to be effective in promoting the teaching and learning of persons with special needs. The evidence-based literature will be used to illustrate the applications of teaching and learning principles, concepts, and strategies for individuals with disabilities. Content from this course will be further reinforced and contextualised in the curriculum studies courses.

NED113 Practice and Intervention Technique

Participants will have the opportunity to design an individualized education plan which caters to the specific needs of the student. Based on the individualized education plan, participants will plan withdrawal sessions that align with the objectives in the student's individualized education plan. Participants will also learn to use a problem-based approach to collaborate with mainstream teacher and implement an intervention that provides in-class support for a student. Participants will use data-based decision making to determine the effectiveness of the intervention.

NED115 Research to Practice: School-based Experience

The objectives of this course are to consolidate learning and strengthen the theory-practice nexus for SEN Officers to devise appropriate and engaging learning environments for a student with SEN. They will also undergo a four-day school-based attachment in this course.

NED116 Introduction to Special Education for SPED Teachers

This course introduces you to the historical and contemporary trends and issues (e.g., inclusion) that have influenced the field of special education internationally and in Singapore. The course will introduce the person-centred approach – its philosophy and values base, and implications for special education.

You will learn about key developments concerning the lives of persons with special needs/disabilities within an appreciation of the local socio-historical and socio-political context. You will also have the opportunity to clarify and develop personal values, beliefs and attitudes of your own position towards special needs/disability as well as your role and responsibilities as a teacher.

NED117 Educational Psychology for SPED Teachers

You will develop a knowledge base about students with special education needs (SEN) and their development, the psychology of learning, and be able to apply psychological principles/perspectives, theories, and understandings to the teaching context. Theories with a focus on students' psychosocial and cognitive development will be introduced and their implications for classroom-practice considered. In particular, the course will explore how students with SEN learn and the challenges they face in the process. Students with SEN intellectual, social, emotional, personal, and moral development will be considered and their influence on educational practice.

NED118 Assessment, Individualised Education Plan and Instructional Planning in Special Education

This course addresses three integral aspects of special education - assessment for learning, individual planning through the individualised education plan (IEP), and instructional planning for effective lesson delivery. These are critically connected. You will learn about assessment methods to determine your students' present level of performance and progress monitoring that are appropriate for learners with diverse and complex needs. You will learn how to develop an IEP through a person-centred approach. Finally, you will learn how to write instructional plans that address both

curricular and individual goals. The content from this course will be further reinforced and contextualised in other courses in the programme. This course provides the foundation to support practicum requirements.

NED119 School and Classroom Practice

The school and classroom practice is designed to provide you with the opportunity to observe experienced teachers in the classroom. The classroom observation is an authentic setting where you are able to observe the teaching strategies that are employed by the experienced teachers to engage students in the classroom. This deepens the learning and allows you to explicate the theories learnt in the courses and the classroom observations. During the school and classroom practice, you will also be required to reflect on your observations and have constant conversations with your NIE tutors and teacher advisors in the schools.

NED165 Disability Studies – Autism Spectrum Disorder

This course is an introduction to autism spectrum disorder (ASD). It will provide the knowledge of the impairments that are commonly present and co-occurring conditions associated with ASD. You will also understand the developmental trajectory of students with ASD, especially the post-school options. The course will focus on the application of evidence-based approaches and instructional strategies, including creating work systems and visual strategies as part of the learning environment for students with ASD. The course will also highlight the importance of working in close collaboration with families and allied professionals to enhance the learning of persons with ASD.

NED166 Disability Studies – Intellectual Disability

This course is an introduction to intellectual disability (ID). It will provide the knowledge of the impairments that are commonly present and co-occurring conditions associated with ID. You will also understand the developmental and life trajectories of students with ID. In particular, the course will focus on the application of evidence-based approaches and instructional strategies, including creating a positive learning environment, for students with ID. The course will also highlight the importance of working in close collaboration with families and allied professionals to enhance the learning of persons with ID.

NED167 Disability Studies - Multiple Disabilities

This course is an introduction to multiple disabilities (MD). It will provide the definition, etiology, and assessment of multiple disabilities. You will also understand the developmental trajectory, child characteristics, challenges, and the implications of learning for students with MD. The course will focus on the application of evidence-based approaches and instructional strategies, including the use of assistive technology for students with MD. The course will also emphasise the importance of working in close collaboration with families and allied professionals to enhance the learning of students with MD.

CURRICULUM STUDIES

Special Education

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1/2	**For Special Schools' Teachers**				
	NCS111	Communication and Language	Core	4	-
	NCS112	Numeracy	Core	3	-
	NCS113	Daily Living Skills	Core	2	-
	NCS114	Vocational Education	Core	2	-
	NCS115	Partnering Families and Stakeholders	Core	2	-
	NCS116	Transition Planning	Core	2	-
	NCS117	Social Emotional Learning	Coref	3	-
	NCS162	Awakening Sensations and Sensibilities through the Arts	Prescribed	2	-
	NCS163	Introduction to Teaching Physical Education in Special Education Schools	Prescribed	2	-
	For Special Educational Needs Officers				
	NCS120	Language and Literacy Difficulties	Core	4	-
	NCS127	Sensory, Motor, Learning and Behavioural Difficulties and Disorders	Core	3	-
	NCS129	Communication and Collaboration with Stakeholders	Core	2	-

NCS111 Communication and Language

The course introduces you to key concepts and issues to develop knowledge of communication and language in children with special needs. It draws on current research to identify likely areas of difficulty in communication and language learning and discusses teaching strategies for students with special needs. It also discusses the role of communication and language acquisition by focusing on the sequence and process of typical communication and language development in children. Emphasis is placed on theories of communication and language development, the sequential acquisition of the major components of communication and language, variables affecting communication and language acquisition and application.

NCS112 Numeracy

This course focuses on the teaching of number and numeracy skills. You will understand the development and learning trajectories of these skills among students

with disabilities. A range of evidence-based strategies such as explicit instruction, use of visual and concrete manipulatives in teaching numeracy will be explored and discussed, with opportunities for you to apply and practise the strategies. The assessment of students' learning in this domain is included so that you are aware of the various ways to evaluate your students' learning.

NCS113 Daily Living Skills

This course will prepare you to teach daily living skills to students with disabilities. Emphasis will be on promoting self-determination and enhancing quality of life of the students with disabilities and their families. The importance of working with families to plan daily living skills instruction to ensure meaningful generalization of learned skills to functional home and community settings will be emphasised. You will learn effective assessment and teaching strategies as well as incorporate appropriate low- and high-technology tools for teaching daily living skills.

NCS114 Vocational Education

This course will provide you with a background to plan for preparation and support of students in the secondary ages to move from school into employment. Key areas of planning, vocational training, support development and developing functional skills for job readiness and placement will be examined. Emphasis will be placed on the importance of work experience and interagency collaboration, in particular how schools can work with an array of services and supports to assist youth and young adults as they progress into post-secondary education and employment. Methods of collaboration and consulting other relevant stakeholders will be discussed for employment. You will have the opportunity to observe and experience authentic work environments and teach the necessary work skills.

NCS115 Partnering Families and Stakeholders

This course introduces you to the importance of collaboration as a fundamental part of the special education ecosystem. Partnerships with families, educators and allied professionals are emphasised. Relevant theories will guide the topics, undergirded with opportunities for case studies, discussion, practice, and reflection. The course introduces the ecology of the school and the presence of interconnecting relationships with various stakeholders as key network points. From these interactions, potential relational highs and lows are highlighted to underscore the importance for collaborative partnerships. Communication skills such as effective listening, body language, verbal behaviour will be practised through micro-skills exercises.

NCS116 Transition Planning

This course provides you with frameworks and principles to guide transition planning for living, learning, and working. It will focus on key aspects of transition such as assessment, planning, collaboration, and understanding the implementation of transition programming. Emphasis is placed on understanding the processes and practices to facilitate transition planning and programming from school to post-school environments. Particular attention will be placed on the person-centred approach to transition planning.

NCS117 Social Emotional Learning

This course on Social Emotional Learning (SEL) aims to provide you with an understanding of the social and emotional development of students with disabilities. Theoretical approaches to SEL will be discussed with specific focus on CASEL's five core SEL competencies. Evidence-based interventions to teach SEL skills with focus on self-determination will be explored to enable you to design more successful classroom-based SEL lessons and plan school-wide SEL programmes. Awareness of the mental well-being of persons with

disabilities, cyber wellness and sexuality education will also be emphasised in this course, together with the importance of working with families to develop the social and emotional skills of their children.

NCS120 Language and Literacy Difficulties

This course provides an overview of language and literacy difficulties. Fundamental theoretical underpinnings of language and literacy difficulties in relation to mainstream classroom needs will be addressed. Assessment approaches linked to research-based instructional strategies to support language and literacy difficulties are also shared.

NCS127 Sensory, Motor, Learning and Behavioural Difficulties and Disorders.

The aim of this course is to provide participants with the knowledge and skills necessary for the development and application of instructional approaches appropriate to the needs of individuals with sensory, motor, learning and behavioural difficulties and disorders. SEN Officers will also acquire the knowledge and ability to modify educational plans, make accommodations/adaptations, modify environment, develop instructional strategies, integrate assistive technology, and apply positioning and handling techniques to meet the needs of students with the identified disabilities.

NCS129 Communication and Collaboration with Stakeholders

This course enables Special Educational Needs Officers (SEN Officers) to apply the microskills for effective communication with different stakeholders. They will integrate microskills learnt together with personal awareness to become more effective communicators. They will also learn effective ways to collaborate with relevant stakeholders.

NCS162 Awakening Sensations and Sensibilities through the Arts

This course provides you with a general understanding of the concepts and elements of drama, music and visual arts, and fundamental pedagogical approaches and strategies that can be utilised in the special education (SPED) classroom. The arts which engage the senses in embodied ways are foregrounded in this course allowing children in SPED to explore and develop their abilities in the artistic, cognitive, physical, social, expressive, and creative domains.

NCS163 Introduction to Teaching Physical Education in Special Education Schools

This course is designed to provide you with the opportunity to gain an awareness of teaching physical education (PE) and how to apply some of the pedagogical knowledge/skills learnt in other courses in the special education (SPED) schools setting. You will be introduced to the theoretical and practical knowledge for planning and adapting learning environments appropriate to meet the learning needs of students. The course format will include lectures, discussions/reflections, practical sessions, and microteaching.

PRACTICUM

Year	Course code	Title	Course Category	No. of AUs	Pre-requisites
1	NPR100 ♦	Practicum	Core	10	-

♦ The Practicum of 10 weeks will be scheduled in the final semester.

NPR100 Practicum

The Practicum is the practice of teaching and its related tasks. SSTs and SEN Officers will undertake a ten-week practicum at a special education school/mainstream school during which they will be under close supervision by staff of the school and NIE. The practicum allows for the development of lesson planning skills, practice of teaching, and evaluating for continuous improvements.

Diploma in School Counselling (DSC) (Eight-Month)

Curriculum Structure for Diploma in School Counselling (DSC)

The curriculum structures for Diploma in School Counselling (DSC) Programme are shown in Table 17 below:

Table 17: Curriculum Structure for Diploma in School Counselling (DSC) Programme

Year 1

Category/ Subject	Course Code	Title	No. of AUs
EDUCATION STUDIES			
	NED10A	Counselling Theories and Approaches	4
	NED10C	Group Counselling and Group Work in Schools	3
	NED10D	Developmental Issues in Childhood and Adolescence	3
	NED10G	Ethical Issues in School Counselling	3
	NED10H	The School Counselling Programme: Design, Implementation, and Evaluation	3
	NED10J	Special Topics in School Counselling	3
	NED10K	Micro-Counselling Skills and Processes in Context	3
PRACTICUM			
	NPR10A♦	Clinical Practicum	8

♦ The Clinical Practicum of 10 weeks will be scheduled in the second semester.

Contents of Core Courses

EDUCATION STUDIES

Year	Course Code	Title	Course Category	No. of AUs	Pre-requisites
1	NED10A	Counselling Theories and Approaches	Core	4	-
	NED10C	Group Counselling and Group Work in Schools	Core	3	-
	NED10D	Developmental Issues in Childhood and Adolescence	Core	3	-
	NED10G	Ethical Issues in School Counselling	Core	3	-
	NED10H	The School Counselling Programme: Design, Implementation, and Evaluation	Core	3	-
	NED10J	Special Topics in School Counselling	Core	3	-
	NED10K	Micro-Counselling Skills and Processes in Context	Core	3	-

NED10A Counselling Theories and Approaches

This course is designed for school counselors to learn to use different counselling theories and approaches to guide their practice in schools. It will prepare the participants to use appropriate counselling practices to understand and learn a systematic and integrated approach to understanding student problems, facilitate the latter's engagement and enhance their adaptive coping capacity and competencies. Simulated counselling practice will be used throughout the course to help participants learn skills of problem development, conceptualization, and problem solving.

NED10C Group Counselling and Group Work in Schools

This experiential course is designed to allow you to acquire basic understanding of counselling skills and processes that are implicit in group counselling and group work with children and adolescents.

NED10D Developmental Issues in Childhood and Adolescence

This course aims to enhance counsellors' knowledge on the major developmental issues surrounding youths and

children today. Supported with different theoretical framework, this course introduces to the counsellors, effective techniques, and skills in working with children and youths of different ages and background. Counsellors are also encouraged to make links between their practice and theories taught in class, making learning more effective and relevant.

NED10G Ethical Issues in School Counselling

This course aims to introduce counsellor trainees to ethical principles, professional guidelines, and issues pertaining counselling students in schools. The course covers the study of current information and decision-making skills related to legal, ethical, and professional issues in counselling. The course will challenge counsellor trainees to consider how their own values and backgrounds will influence their personal sets of ethics. It is hoped that this course will help facilitate counsellor trainees' decision-making and consultation skills when faced with ethical dilemmas and become an effective counselling professional.

The course emphasizes on the counsellor trainees' preparation for, and active participation in all aspects of the class including lecture, readings, discussions, and experiential exercises.

NED10H The School Counselling Programme: Design, Implementation, and Evaluation

This course is designed to provide knowledge and equip counsellor trainees with the skills and steps to follow in the planning and the evaluation of a programme. Specifically, for the development and implementation of the programme, the course covers the planning and developing of counselling programme, which includes assessing individual and organizational needs, identifying programme goals/objectives, determining personnel and resources. For the evaluation component, the course focuses on the models and procedures used to evaluate programme effectiveness. This includes

choosing designs, using quantitative and qualitative methods to collect, analyse and interpret data and to report evaluation information.

The course emphasizes on the counsellor trainees' preparation for, and active participation in all aspects of the class including lecture, readings, discussions, and experiential exercises.

NED10J Special Topics in School Counselling

This course introduces students to topics of special interest in the field of school counselling. Topics may change in different academic years to reflect the current development and concerns in school counselling. Topics may include gaming addiction, loss and grief, suicide and crisis interventions, or self-mutilation. By the end of this course, you (as a student) will acquire additional knowledge and skills to complement other courses you have studied in this programme.

NED10K Micro-Counselling Skills and Processes in Context

The aim of this course is to equip you to conduct counselling in context including the family, school, culture and community. You will learn how to build a positive counselling relationship and apply micro-counselling skills (e.g., non-verbal communication, attending skills, paraphrasing) to listen and attend to clients' needs. Given that culture shapes the meaning, experience, expression and coping of distress, you will be equipped with skills to conduct intake assessment to understand the cultural aspects of emotional distress, mobilize social resources and work with different stakeholders such as teachers, family members and community professionals (e.g., social workers).

PRACTICUM

Year	Course code	Title	Course Category	No. of AUs	Pre-requisites
1	NPR10A ♦	Clinical Practicum	Core	8	-

♦ The Clinical Practicum of 10 weeks will be scheduled in the final semester.

NPR10A Clinical Practicum

This course is the field work component of the Diploma in School Counselling. It has a strong application and pragmatic focus. Under close supervision, students will learn to apply the theories and skills from course work in the actual counselling settings.