MASTER OF ARTS
(EDUCATIONAL MANAGEMENT)

Programme Manual

National Institute of Education
Nanyang Technological University

Updated as of August 2024

Introduction

This Manual is prepared for you as a student of the Master of Arts in Educational Management (MAEM) programme. It contains most of the information that you will need as you progress through your studies. It provides you with an outline of the materials covered in those courses, and explains, in general terms, how your work will be assessed and what you have to do in order to reach the required standard. It tells you how your work must be presented and what is required in terms of attendance.

You should read the Manual in conjunction with other documentation, for details of the University's regulatory framework and many other items of valuable information. At the time of writing, this Manual is accurate. Changes may occur during the academic year (such as changes in staff and course content) and we shall do everything possible to keep you informed of anything that might affect your studies in the MAEM programme.

About the Academic Group

The **Policy, Curriculum and Leadership** (PCL) department operates the MAEM programme. PCL holds the vision of educational leaders who inspire and empower others within educational systems, locally and internationally, to work collaboratively and synergistically in the attainment of school and organisational successes.

PCL sets high standards in designing and implementing both pre-service and in-service programmes that incorporate its faculty members' most current research findings. This is to prepare educators and leaders to meet emerging challenges in education. Courses and programmes of the Academic Group are specially designed for educational leaders to facilitate their development of knowledge and skills required to lead schools and orgranisations to new realms of educational excellence. With educational stakeholders' needs in mind, PCL faculty share their knowledge, skills, experience and expertise through the development and delivery of innovative curricula in educational management and leadership.

Faculty

Associate Professor Jasmine Sim
Head, Policy, Curriculum and Leadership Department
National Institute of Education, Nanyang Technological University

Dr Jasmine Sim is Associate Professor at the National Institute of Education, Nanyang Technological University, Singapore. She is the Head at the Policy, Curriculum and Leadership Department. A/P Sim was awarded the Australian International Postgraduate Research Scholarship and the International Postgraduate Award in 2003 to pursue her doctoral studies at the University of Sydney, and subsequently obtained her PhD in 2007. A/P Sim also holds a Master of Education in Learning and Teaching from Harvard University, and a Bachelor of Arts (Upper Class Honours) in English and History from the Victoria University of Wellington. She was a recipient of the Ministry of Education Overseas Postgraduate Scholarship and the Singapore Government Scholarship.

Dr WP Jonathan Goh is an Associate Professor and Programme Leader for MAEM programme in the Policy, Curriculum and Leadership (PCL), National Institute of Education (NIE), Nanyang Technological University, Singapore. He obtained his Doctor of Philosophy degree (with Distinction) from the University of Western Australia in 2001. His teaching and research interests include data analysis techniques (Rasch analysis, hierarchical linear modelling and structural equation modelling), student learning approaches and assessment, educational leadership and management, educational marketing and cross-cultural aspects in leadership and management. His works have been published in the *International Journal of Educational Research*, *Educational Research*, *Higher Education*, *International Journal of Leadership in Education*, and *School Leadership and Management, and Educational Management, Administration and Leadership*. Jonathan has also led in a large scale Ministry of Education (Singapore) funded research on baseline study of educational leadership in Singapore, and a programmatic research (which involved four separate but interrelated research) on impact of educational leadership on teacher and organisational outcomes, and student learning and development.

Dr Trivina Kang is Associate Dean, Professional & Leadership Development with the Office of Graduate Studies and Professional Learning and Senior Lecturer in the Policy, Curriculum and Leadership Academic Group at the National Institute of Education (NIE). She obtained her Masters and PhD degrees in Sociology from New York University in the United States, with a specialization in educational sociology. She has research interests in policy formulation, social stratification, youth leadership/ development and professional development. She has been involved in several large scale longitudinal research projects involving students in Singapore where she helmed the qualitative component. A passionate educator and researcher, Dr Kang oversees NIE's leadership and professional development programmes and serves as Associate Editor for Asia Pacific Journal of Education. She also actively consults for the Ministry of Education, Singapore and other international organisations.

Dr David Ng Foo Seong is Associate Professor in Policy, Curriculum and Leadership Academic Group. His areas of specialization include principalship, school leadership, curriculum management and leadership, and learning technology such as computer simulation programming, intelligent tutoring system design and programming. His research interests include instructional leadership, distributed leadership, complexity leadership, leadership learning and dyanmic system modelling.

Dr Ng Pak Tee is a Singaporean educator who is deeply involved in the development of school and teacher leaders. He began his career as a Mathematics teacher after reading Mathematics in Cambridge University under a scholarship he gratefully received from his country. He served a stint as a Ministry of Education (MOE) officer before joining the NIE as an academic. At the NIE, he has previously served as Associate Dean Leadership Learning and Head of the Policy, Curriculum and Leadership Academic Group. His main work is in education change and leadership.

Pak Tee has authored/co-authored numerous publications. He has served as an academic journal executive editor/co-editor and is currently an editorial board member of several journals. He is the co-editor of the Routledge Leading Change book series. One of his books, "Learning from Singapore: The Power of Paradoxes", is a Routledge best-seller. He has been invited to speak at various conferences around the world, for example, Google Global Education Symposium, International Baccalaureate Global Conference and the Yidan Prize Summit. He has been conferred the Public Administration Medal (Bronze) and won various teaching awards. However, his greater reward is a fraternity of students who are educational leaders and who pay it forward through their dedicated service to education.

Dr Hairon Salleh is Associate Dean, Graduate Education by Coursework with the Office of Graduate Studies and Professional Learning, and Associate Professor with the Policy, Curriculum and Leadership Academic Group at the National Institute of Education, Nanyang Technological University, Singapore. He teaches in postgraduate and in-service courses relating to teacher and leadership education. Prior to his academic career, he had taught in both primary and secondary schools in Singapore. His research interest, expertise and publication are on school leadership for teacher learning communities, comprising distributed leadership, teacher leadership, professional learning communities, teacher professional learning and action research.

Dr Chang Wen-Chia is an Assistant Professor in the Policy, Curriculum and Leadership Academic Group at the Nanyang Technological University/National Institute of Education (NTU/NIE). She obtained her Ph.D. in Educational Research, Measurement, and Evaluation at Boston College in the United States. She has ten years of experience designing and conducting program evaluation studies in international and K-20 U.S. educational contexts. Her scholarship focuses on advancing equity in research, evaluation, and measurement practices in the context of teaching and teacher education for culturally and linguistically diverse learners. She has published in journals such as the Journal of Teacher Education, Teachers College Record, and Teaching and Teacher Education. She teaches courses on program evaluation, assessment quality and standards, and educational inquiry, and her teaching philosophy is grounded in culturally relevant/sustaining pedagogy.

Dr Fang Yanping is Associate Professor with the Policy, Curriculum and Leadership Academic Group. She received her Ph.D in Curriculum, Instruction and Education Policies at Michigan State University under the sponsorship of Spenser Research Training Grant and Teacher Education Endowed Fellowship. Her research interests include teacher knowledge, teacher learning, and curriculum theories and practices from international comparative perspectives focusing on East Asia.

Her research publications use social cultural and culture-historic lenses as well as indigenous thoughts and theories to study classroom discourse, workplace-embedded teacher learning practices in East Asia, such as teacher homework practices and staffroom interactions, lesson study and teacher narratives. Theorizing the knowledge building and learning processes through these practices also aims to inform curriculum and pedagogical practices as well as more recently understand and build more effective teacher coping and teacher resilience.

Informed by her research, the courses she taught at doctoral, graduate and pre-service levels have focused on theories and practices of teacher learning. She also teaches Middle Leaders in Schools (MLS) the power of narrative in leading from the middle and lesson study. Currently, she co-teaches PGDE Character and Citizenship Course (CCE) with MOE lead specialists. A new elective has been mounted on Understanding and Supporting Teacher Resilience. In addition, she has been invited as a consultant by NIEI to teach and supervise school leaders and higher education administrators from China in the Masters of Education Administration Program for nearly two decades. She has graduated doctoral students with a wide range of subject areas including mathematics education, historical inquiry, curriculum development for high ability learners in secondary English literature, and lesson study in primary English language.

Dr <u>Wu</u> Pinhui Sandra is Lecturer in the Policy, Curriculum and Leadership Academic Group. She received her Doctor in Education (2017) from the National Institute of Education and Master of Teaching in Early Childhood Education (2011) from the University of Melbourne. She has research and teaching interests in policies and leadership in early childhood and primary education, professional and leadership development, and the sociology of education. She had conducted research on the local pre-school and primary school contexts, as well as early childhood arts education in Melbourne. Prior to joining NIE, she had lecturing and supervisory experience at the National Institute of Education International and the Singapore University of Social Sciences. She had worked in the Ministry of Social and Family Services and the Ministry of Education where she was involved in developing training and resources for the early childhood sector and programme evaluation. She is currently teaching 'Critical Inquiry' and 'Policies and Leadership in Early Childhood Education' in the Master of Arts (Educational Management) programme.

Programme Details

The Master of Arts in Educational Management (MAEM) programme is designed for individuals who hold management positions in the education service (e.g. principals, vice-principals, heads of department and teachers with positions of responsibility and MOE officers); as well as individuals with managerial experiences from other learning and training enterprises (e.g. military, nursing and other private and tertiary educational institutions).

This programme pursues three broad aims:
(i) to enable aspiring leaders in education to become more informed about critical issues in educational management, and thus to apply intellectual approaches to their work;
(ii) to help them cope positively and effectively with the management challenges that are currently impacting on education; and
(iii) to enable them to acquire a recognized and valued Master's degree of NTU.

The MAEM programme builds a solid foundation in educational management topics, develops a practical understanding and relevant skills in selected functional areas, and introduces some of the key strategic and international educational management issues confronting organisations today. The topics covered include: research methods in education (quantitative and qualitative); organisational learning and development; philosophy of education; interdisciplinary thinking for educational leaders; ethics and leadership for educators; assessment quality and standards; supervisory leadership and curriculum design; servant leadership; theory and practice of teachers' professional learning; teachers as leaders; mentoring for professional development and leadership succession; management of educational technology applications; comparative issues in education; mentoring for professional development and leadership succession; school marketing; school and organisational effectiveness; historical and philosophical foundations of theories of educational policy; key issues in education policy; and leadership in early childhood and primary education.

Our programme is one of quality and excellence, with carefully designed learning materials, and lecturers who are experts in their respective fields. Unlike other programmes available in Singapore, this programme offers the expertise of local faculty members as well as overseas experts at relevant points. They are also familiar with the context which you work at and will help you to apply your studies realistically to your situations. Our faculty members also offer an international perspective, since many of them have studied or worked overseas. So, what you enjoy is ready access to high quality academics who know the local and global contexts, and the privelege of studying and eventually graduating from one of the top universities in the field.

MAEM Programme at NIE

We have two intakes a year, in the August and January semesters that are open to applicants from the fields specified under "Programme Details" in the earlier section.

Participants have the option of completing this programme by **coursework**, or by **coursework and dissertation** on a chosen education-related research topic. The structure of the Part-Time and Full-Time studies is as follows:

(i) It is a 1-year programme for full-time candidates; and a 2-year programme for part-time candidates.
(ii) There are fixed schedules for lectures from 5.30 to 8.30pm or 6 to 9 pm on weekday evenings at NIE
(iii) The core courses of MEM931 Research Methods in Education and MEM932 Critical Inquiry are compulsory for candidates to take. Participants are strongly encouraged to take MEM932 Critical Inquiry in the last semester of the programme.

Programme Structure

The programme has both the Coursework track and the Dissertation track as stated in the table below. Successful applicants are automatically enrolled in the Coursework track. Candidates who intend to switch to the Dissertation track can only apply towards the end of their second semester in the MAEM programme.

Track	Coursework Track	Dissertation Track
Core	MEM931 MEM932	MEM931 (No MEM932)
Electives	**Six** courses (refer to the list below)	**Five** courses (refer to the list below)
Dissertation	**No**. Only work on MEM932 Critical Inquiry – a paper of 3,000 (±10%) words in length.	**Yes** – Not exceeding 15,000 words in length.

MAEM Courses

Core Courses

No	CODE	COURSE TITLE
1	MEM931	Research Methods in Education (4 Academic Units)
2	MEM932	Critical Inquiry (for Coursework track only) (2 Academic Units)

Electives

No	CODE	COURSE TITLE (4 Academic Units each)
1	MEM901	Organisational Learning and Development
2	MEM902	Assessment Quality and Standards
3	MEM903	Supervisory Leadership and Curriculum Design
4	MEM904	Principalship and Teacher Performance
5	MEM905	Contemporary Issues in School Marketing
6	MEM906	Contemporary Issues in Mentoring for Leaders and Practitioners
7	MEM907	Comparative Issues in Education
8	MEM908	Ethics and Leadership for Educators
9	MEM909	Contemporary Issues in Strategic Educational Management
10	MEM910	Philosophy of Education
11	MEM911	Servant Leadership
12	MEM912	Theory and Practice of Teachers' Professional Learning
13	MEM913	Interdisciplinary Thinking for Educational Leaders
14	MEM914	Key Issues in Education Policy
15	MEM915	Historical and Philosophical Foundations of Contemporary Theories in Educational Policy
16	MEM916	Teachers as Leaders for Learning
17	MEM917	Policies and Leadership in Early Childhood Education
18	MEM918	Globalisation, Educational Change and Pedagogical Reform
19	MEM919	Understanding and Supporting Teacher Resilience
20	MCT902	Crafting the Curriculum
21	MCT904	Understanding Teachers and Teaching: Theory and Practice
	MCT911	Curriculum Implementation and Educational Change: Concepts and issues
22	MCT912	Curriculum and Programme Evaluation
23	MCT913	Differentiating Curriculum and Teaching for Diverse Learners
24	MCT914	Globalization and Curriculum Reform
25	MCT921	Theory and Practice of Authentic Assessment

Note:
- Students admitted from Jan 2024 intake onwards can either take 2 Master of Education (Curriculum and Teaching) (MCT) electives or 1 MCT elective and an open elective from other graduate programmes within NIE

- Students from earlier intakes are required to choose two out of the seven electives from the Master of Education (Curriculum and Teaching) (MCT) programme, in fulfilment of the elective requirement for the MAEM programme

Enquiries

If you have enquiries and the information is not available on the website, please take note of the following:

(i) For general information on issues such as admission and application, please send your enquiry to nieadmpp@nie.edu.sg

(ii) For academic information related to the programme such as courses and other academic issues, please contact the programme leader:

Dr. Jonathan Goh
Programme Leader
Policy, Curriculum and Leadership (PCL)
National Institute of Education
Nanyang Technological University
1 Nanyang Walk, Singapore 637616
Telephone: (65) 6790 3248
E-mail: jonathan.goh@nie.edu.sg

General Requirements

(1) Entry Requirements

In broad terms, admission is available to those who have the appropriate managerial experiences in education or training environments, and who meet the following requirements:

(i)   A good Bachelor's degree which is reconized by NIE/NTU

(ii)   At least two years of managerial experiences in either the public sector or the private sector

(2) Period of Candidature

The degree of Master of Arts (Educational Management) is offered on both part-time and full-time basis. The minimum and maximum periods of candidature for part-timers are 24 months (2 years) and 48 months (4 years) respectively; and the minimum and maximum periods of candidature for full-timers are 12 months (1 year) and 24 months (2 years) respectively. The Board of Graduate Studies may require a student to leave the programme if, in the Board's opinion, the student's progress is not satisfactory.

(3) Description of the Academic Unit System

NIE has adopted an Academic Unit (AU) system. All courses are equivalent to 4 AUs (52 hours) except MEM932 Critical Inquiry (2 AUs). The total AU value of the new MAEM is 30 AUs, which comprises either 8 courses (30 AUs) or 6 courses (24 AUs) plus a dissertation (6 AUs).

(4) Leave of Absence

If you are going to take other study programmes, part-time or full time, you need to apply officially for Leave of Absence (LOA). It is your responsibility to plan and register for the appropriate courses to ensure that you can fulfill the graduation requirements of the programme within the given candidature period. For details on course registration, please refer to the Student Portal. Course registration is normally conducted shortly before the next semester begins. You are reminded that your LOA is calculated within the maximum periods of candidature prescribed upon admission. You are strongly advised to keep the Office of Graduate Studies and Professional Learning (GPL) as well as your programme leader informed if you wish to take leave from your study, who can then advise you on how to complete the programme after you return from the LOA.

(5) Extension of Candidature

In the event that you are unable to complete the programme within the prescribed candidature, you can apply for an extension. Extensions will only be granted in exceptional circumstances. To be considered for an extension, you have to be making satisfactory progress in your studies, and demonstrate that you can successfully complete the programme if the extension is granted.

If you wish to apply for an extension, you will need to make a strong case and apply at least 2 months prior to the expiry of your candidature. The form indicates the information required to support the extension, together with the procedures to be followed for submission. A copy of the form can be downloaded from the Student Portal under "Student Information".

(6) Withdrawal from the Programme

If you wish to withdraw from the programme, you should write to the Office of Academic Administration and Services (OAAS) through the programme leader, or your supervisor if you are in the dissertation track. Withdrawal after 2 weeks into the semester may render you liable for the semester's school fees. After withdrawal, you may apply for re-entry into the programme, but it is not automatic, and each application will be considered on a case-by-case basis.

(7) Academic Dishonesty

Do note that NTU takes a serious stance against plagiarism. Please refer to the NTU Student Academic Integrity (NIE Student Version) which you can retrieve from NIE Portal > Guides and Information > Academic > NTU Student Academic Integrity Policy and Procedures. For proper referencing techniques, please refer to the Writing Style in the proceeding section under the Coursework Track.

(8) Grading System

The **Grade Point Average (GPA)** system is applicable to all graduate candidates (coursework and dissertation) admitted to this programme.

Term Grade Point Average (TGPA)
TGPA represents the grade point average of all courses completed by a student in any term of study.

Cumulative Grade Point Average (CGPA)
CGPA represents the grade point average of all courses completed by a student.

The TPGA and CGPA will be reflected in the candidate's transcript of academic records.

(9) Graduation Requirements & Academic Performance for Candidates

Graduation Requirements
The requirements for graduation are as follow:

Candidates have successfully completed all requirements as prescribed by the MAEM programme. A minimum CGPA of 2.50 is attained at the completion of the programme of study.

Satisfactory Academic Performance
In any term of study, a coursework student is considered to be making satisfactory progress if he/she attains a minimum TGPA of 2.50.

Poor Academic Performance
A coursework student with poor academic performance will be subjected to the following actions:

> (i) Academic warning if TGPA is less than 2.50 in any term of study
> (ii) Termination of candidature if TGPA is less than 2.50 for the second consecutive term of study

Appeal against termination of candidature on the grounds of extenuating circumstances may be made. The appeal must be submitted to the relevant Academic Group by the end of the first week of a term. Late appeals will not be considered.

(10) Fail Grade

A Fail (F) grade obtained in a course, and a new grade attained for any subsequent repeats, will be counted in the calculation of TGPA and CGPA. The grades for all attempts will be reflected in the transcript.

Coursework Track

MEM932 Critical Inquiry

This capstone course of Critical Inquiry (CI) is to be taken during your last semester. It requires participants to identify an existing problem in the management area of an organizaion you are familiar with, which forms the focus of inquiry, locate and read the most relevant literature and undertake some data analysis (as appropriate), to write up a paper, with suggested potential solution(s) to address the problem, in order to improve the situation.

Candidates are not allowed to offer an assignment that was submitted for another Masters course as their CI paper. However, the CI paper may be an extension of that assignment. It is a literature-supported research proposal.

The oral presentations conducted throughout this core course will not be assessed. Instructors will take the presentations as an avenue to provide feedback on the students' progress. Students must exhibit that their line of "Inquiry" is "Critical". More details will be provided at the scheduled sessions.

Writing Style

Use a single writing style throughout your dissertation. Like most universities, NIE does not restrict you on the use of writing style, although NIE prefers the use of the American Psychological Association (APA) Style. You may also use the Turabian or the Harvard writing styles but be consistent with one style throughout your paper.

Dissertation Track

Change of Title of Dissertation

Sometimes a student may wish to change the title of his/her dissertation. If you would like to change the title that you had originally submitted when you were assigned a supervisor, the request should be made in writing to the Office of Graduate Studies and Professional Learning (GPL) through your supervisor.

This should be done as early as possible when the final title is decided. The latest will be 2 months prior to the submission of the dissertation, however, you are strongly advised not to make the change too late.

Meeting with Dissertation Supervisors & Tracking Progress

When you have a supervisor, a letter will be sent to you and the supervisor, formally notifying the both of you of the appointment. You are expected to meet your supervisor regularly. The specific arrangements are to be negotiated between you and your supervisor. You should have your first meeting with your supervisor within 2 weeks of receiving the letter of appointment to work out a schedule that will move you towards the goal of completing your dissertation. It is realised that this schedule will vary as different problems are encountered along the way, but it will provide a good basis for regular meetings. The programme leader will inform you of any other requirements. GPL requests for you and your supervisor to provide a progress report twice a year in January and July.

Criteria for a 6-AU Dissertation

The objective of the dissertation is to provide you with the experience of being involved in the development, carrying out and writing up of a research project. GPL does not specify the type of research to be undertaken. For example, it can be action research, historical research, ethnography, a case study, and involve qualitative or quantitative data collection or any other research approach that is appropriate to the discipline that you are studying. The specific type of research will depend on your area of interest and the specific topic forms the basis of your dissertation.

The research should be well designed and carried out in a sound manner. The expectation is that the dissertation reflects your ability to undertake a piece of research and write-up in a sound academic manner. The stress is on a dissertation of quality, not quantity. The components of a dissertation usually include the following:

1. The introductory chapter usually contains some background to the study, research questions, significance and purpose of the study.
2. Chapter 2 contains a review of the relevant literature. This review should provide evidence that you have read the relevant literature and know what is and what is not known about your problem. The aim of this chapter is not to

include all relevant literature, but to assure the reader that you are aware of and have read the appropriate literature.

3. Chapter 3 describes the methodology and procedures used in the study. It also includes a description of how you analyzed the data.
4. Chapter 4 contains the results and discussion.
5. Chapter 5 contains a summary, conclusions and recommendations for further research and practice. It is important to note that this is only a guideline and dissertations can have other formats and organisations. Your supervisor will be able to give you more details on how to organize your dissertation.

Most programmes at the University set an upper limit on the length of the dissertation (in most Masters by coursework cases, the upper limit is 15,000 words excluding appendices, tables, references etc). GPL would like to stress that this is an upper limit. A dissertation can be shorter, for example, about 10,000 words. The resulting product will be judged on quality, not length.

Format & Style of a Dissertation

GPL does not specify the style of a dissertation. However, there are some general guidelines for format that are required.

Format

i. Each page must have a left margin of 3.7 cm for binding.
ii. The right, top and bottom margins should be 2.5 cm.
iii. The dissertation must have the following in the specified order:

• Title Page
• Acknowledgement
• Table of Contents
• Summary (Abstract) not exceeding 500 words written in English
• The body of the dissertation
• References
• Appendices (if any)

iv. The acknowledgement, table of content, summary should be numbered using small Roman numerals (e.g., i, ii, iii, iv, v, etc). The remainder of the dissertation should be numbered in one continuous sequence using Arabic numerals (e.g., 1, 2, 3, etc). The numbering should be centered at the bottom of the page.
v. The dissertation must be printed on one side and double-spaced.
vi. The type of font, font size and any other aspects of production are to be consistent throughout the dissertation. A font size of 12 points is recommended for the text, except for tables, figures, graphs and formulas.
vii. Sometimes, to fit tables, figures, graphs or formulas into the dissertation, a smaller font size may have to be used. However, it is important that the final product is readable.

Style

There is no specific style required for a dissertation. The American Psychological Association (APA), Chicago, Turabian or Harvard are some styles that can be used. Most programmes have a preference for APA style. Whatever style is used, it is expected that the dissertation will be written in a consistent style.

Procedure for Submission of a Dissertation

The following is the procedure for submission of dissertation for examination:
1. Softcopy of the dissertation should be submitted for examination.
2. The dissertation should be submitted to your supervisor, who will have to indicate that the dissertation is acceptable for examination.
3. It is then submitted to the appropriate Head of Academic Group and then to the GPL.

Examination of a Dissertation

The dissertation is examined by two University Examiners who have been approved by the Dean of Graduate Studies and Professional Learning (GPL). The identities of the examiners are confidential from the candidates. Each examiner is normally given 1 month from his or her date of receipt of the dissertation to complete the examination. The examiner will submit an assessment report on the dissertation to GPL with 1 of the following recommendations:

a) Award the degree without further examination
b) Award the degree (with minor corrections and typographical changes as specified in the report being made in the dissertation before it is deposited in the Library)
c) Award the degree, subject to the amendments specified in the report being made in the dissertation
d) Not award the degree but be permitted to re-submit the dissertation in a revised form after a further period of study and research
e) Not award the degree

On receipt of the recommendations from the examiners, GPL will notify you that the dissertation is reviewed prior to any final determination of the procedure to be followed.

Assessment

Assessment takes several forms and these are specific to each course. Lecturers can use a combination of continuous assessment, tests, essay-type assignments and case study analyses. In some cases, oral presentations or similar activities may replace written tasks.

(1) Assessment of Course Assignments

The specific criteria which are used to assess work in any given course will be laid out in the written brief for that course and the tutor will usually also give you a verbal explanation of what is required. The following is the framework for assessment used by all tutors, and you will find it helpful to refer to it frequently, since it shows clearly what you are expected to achieve in order to meet the required standard.

(i) Content and Structure
Content - the work identifies relevant topics, relates appropriately to conceptual material, and applies to personal/professional experience
Structure - the work is logically set out and leads to reasoned conclusions

(ii) Analysis
Argument - develops a reasoned line of argument on issues
Interpretation - reflective consideration leads to development of personal perspective
Evaluation - carefully weighs evidence; explores alternatives and bases judgments on critical appraisal

(iii) Use of Sources
Range of Sources - demonstrates familiarity with recommended reading; uses unspecified reading and investigate additional sources
Types of Sources - uses a variety of sources, books and journals, including international, scholarly sources
Referencing System - is accurate in quotation and attribution; recognizes and applies academic conventions

(iv) Presentation
Clarity - communicates ideas clearly; uses appropriate grammar, careful proof reading
Style - fluent, concise, coherent writing; judicious use of language
Appearance - appropriate visual impression; suitable arrangement of tables, figures, headings

(v) Overall
Scholarship – shows extent of knowledge, depth of analysis, originality of thinking
Perspectives – indicates breath of viewpoint, demonstrates critical perception
Coherence – Synthesizes and controls materials, argues persuasively

Letter Grades	Description
A+ A A-	**Content and Structure:** Assurance in handling ideas; establishes appropriate conceptual frameworks; leads to logical discussion and reasoned conclusions; applies them to personal and professional experience **Analysis:** High standard of argument, interpretation and evaluation; with critical appraisal supported by carefully marshaled arguments **Use of Sources:** High standard in range, types and referencing system; synthesizes material from a variety and range of sources beyond those specified in reading, quoting and critiquing effectively to demonstrate an extensive investigation of relevant literature **Presentation:** All high standard in clarity, style and appearance; presents its arguments in a fluent, readable and scholarly way
B+ B B-	**Content and Structure:** Identifies relevant topics and has an organized, logical structure that leads to reasoned conclusions, relating them to personal and professional experience **Analysis:** Reasoned level of argument, with a reflective and personal perspective based on critical appraisal of issues **Use of Sources:** Uses referencing system correctly; refers to a range and variety of sources additional to those specified as essential **Presentation:** Fluent writing style demonstrates a clear communication of ideas; careful proof reading; work is visually attractive
C+ C	**Content and Structure:** Successfully meets the criteria for content and structure **Analysis:** Shows evidence of attention to argument, interpretation and evaluation, but critical appraisal and exploration of alternative interpretations may be less evident in evaluation **Use of Sources:** Uses referencing system adequately; draws on a sufficient range and variety of sources to provide literature support appropriate to work at higher degree level **Presentation:** Meets the requirements for clarity, style and appearance however there may be some inaccuracies of expression – provided these do not interfere with the communication of ideas
D+ D	**Content and Structure:** Barely meets the criteria for content and structure **Analysis:** Barely meets the criteria for argument, interpretations and evaluation **Use of Sources:** Barely meets the criteria for range of sources, types of sources and accuracy of referencing system **Presentation:** Barely meets the criteria for clarity, style and appearance
F	Fails to meet all of the above criteria.

(2) Assessment of Dissertation

The dissertation, which forms the final phase of the programme for those on the Dissertation track, is a major undertaking. It is a document of up to 15,000 words which reports on the research you have undertaken in your own or another workplace. It has to be written in a form that follows the accepted conventions of scholarship at this level.

The dissertation, which is a report on your research in the workplace, should contain:

- A clear definition and statement of the problem or issue researched;
- An explanation of the theoretical approach underpinning the research;
- A clear explanation of the reasons for selecting certain research methodologies or techniques;
- The presentation and analysis of data, and the conclusions you might have reached; and
- Recommendations (if appropriate) justified by those conclusions

Methods

Approach -   discusses and justifies methodological stance
Design -   explains and justifies chosen methods
Critique -   reflects on the strengths and weaknesses of the methods used

Letter Grades	Description
A+ A A-	High standard in all three elements; justifies approach and chosen methods; designs and uses appropriate instruments; reflects on strengths and weaknesses of methods adopted
B+ B B-	Illustrates understanding of chosen methods and use of appropriate instruments; presents results effectively; critically analyses methods used
C+ C	Discusses the approach, design and methods at a level sufficient for a pass at higher degree level; discusses and presents results effectively
D+ D	Barely meets the criteria for all three elements
F	Fails to meet all of the above criteria

Course Description

MEM931 Research Methods in Education

This course introduces research methods applied in educational research. It will include quantitative, qualitative, and mixed methods research approaches. The rigor and quality of research is highlighted, potential threats to research quality are analysed, and strategies for doing rigorous research are discussed. Participants will learn how to choose research methods to achieve the purpose of their research study. They will learn the process of doing research, various research designs and data analysis techniques. Participants will also be provided actual experience in reading and evaluating research papers as well as designing their own research.

Aims and objectives
To equip participants with knowledge and skills needed to read and evaluate research papers and design a research study to examine a problem in education.

MEM932 Critical Inquiry

Students taking this course are required to identify an existing problem area in their organisation which is critically affecting the effectiveness of the organisational operation they wish to investigate, and write a mini research proposal on the issue identified. The selection of a practical issue should be related to a theoretical area of management, and to the candidate's interest and intention to improve the situation. Students should be able to demonstrate 1) research skills that they have learned from the core course on research methodologies; 2) insightfulness of practical issues in organisational lives from leadership/management perspectives; 3) pertinence in their selection of theories from the literature review to address the issues; and 4) capability to generate approaches/solutions to deal with the issues.

Aims and objectives
To enhance and demonstrate their skills of investigating a critical issue in their professional life; understand the theoretical perspectives and address the connectedness to the issues identified; and to write up a mini research proposal, presenting their insightfulness, analytical skills, and appropriateness of the approaches that they have suggested for their inquiry.

MEM901 Organisational Learning and Development

This course explores some of the basic concepts that explain how organisations and individuals develop and learn. It draws upon recent research to illustrate contemporary educational practices. The course aims to provide a map of the main concepts which explain the notions of learning and development; illustrate how concepts of learning and development are to be found in the every-day practice of educators and education institutions; draw upon examples of learning and development practices from the international educational arena; use the notions of learning and development to analyse contemporary educational practices known to participants and then to reflect upon the lessons that are inherent in those practices.

Aims and objectives
To examine contemporary research on learning and development at the individual, adult, and organisation levels; to explore alternatives to current paradigm of teaching and learning; and to develop a critical understanding of factors affecting organisational learning and development.

MEM902 Assessment Quality and Standards

The course introduces the standards of quality assessment and how to achieve these standards in practice. The concept of quality assessment is analysed from a process perspective. The course integrates measurement theories and research findings on classroom assessment to discuss the standards of quality assessment. The summative and formative purposes of assessment are distinguished and how to achieve both purposes are discussed. The module is particularly helpful for those who are often involved in assessment practice. Participants will learn the standards of quality assessment, how to evaluate assessment practices, and how to apply various strategies to improve assessment quality in practice.

Aims and objectives
To enhance assessment literacy and competency of participants. Participants will learn to explain the standards of quality assessment, describe the difference and connection between formative and summative assessment, explain and apply item, reliability, and validity analysis, describe the characteristics and functions of various types of assessment tasks, describe and apply formative assessment strategies to enhance student learning, and apply assessment knowledge to analyse and evaluate assessment practices.

MEM903 Supervisory Leadership and Curriculum Design

The field of curriculum design and supervision is dynamic and ever-changing. For practitioners especially, it represents a challenging and creative endeavour. There are issues in supervisory leadership and curriculum design which when placed in the context of design, delivery and evaluation are contradictory, confusing, and paradoxical. Further, the discrepancies between the planned curriculum, the enacted curriculum and the experienced curriculum often create misunderstandings about the nature of the educational enterprise. This module will engage you in a personal dialogue in which you will continuously weigh alternative approaches to curriculum design and supervision and the ongoing issues that these alternatives involve. The purpose of this module is therefore to provide you, the educational leader, with an opportunity to successfully interface curriculum, supervision theory and practice in educational institutions.

Aims and objectives
Participants will be able to:
- Understand supervision practices in each stage of educational reforms
- Will be able to understand current leadership theories influencing supervision
- Understand how roles of supervision in staff development
- Identify current models of curriculum design
- Understand how learning theories influence curriculum design.

MEM904 Principalship and Teacher Performance

Principals have a major remit for maintaining and improving the quality of their schools. They are responsible for ensuring that the school's basic requirements for competence are met and for helping the school and its professional workforce transcend competence by inspiring commitment, performance and educational excellence. The content covers the changing role of the principal, the key tasks of
principalship and the educative leadership role of the principal in bringing about teacher learning and professional development.

Aims and objectives
To understand educational reforms and implications for leadership; understand the theoretical frames of principalship (Instructional, Transformational, Change, Distributed Leadership); examine critically existing practices and policies in teaching and learning; examine staff performance in relation to educational reforms; and work towards new structures for learning and changing the work culture of teachers, structures which foster instructional excellence and performance.

MEM905 Contemporary Issues in School Marketing

The interest in marketing is growing as more organisations in the business sector, the non-profit sector, and the global sector recognize how marketing contributes to improved performance in the competitive marketplace. The result is that organisational leaders are re-evaluating various marketing concepts and tools that focus on relationships, databases, communications, and channels of distribution, as well as marketing outside and inside the organisation.

Aims and objectives
To explore the contemporary and emerging development in marketing relevant to the field of education, and to introduce participants to the latest in 'marketplace' and 'academic' thinking. Upon completion of this course, participants will be equipped with cutting edge marketing knowledge, concepts and practical applications in solving school operational and strategic problems. This course is also designed to allow participants to develop their marketing knowledge, by drawing the subject matter from topics such as consumer behaviour, international marketing, services marketing, social marketing, public sector marketing, and societal marketing. These topics will reflect popular debate. Equipped with this knowledge and skills, participants will be able to tailor marketing strategies to deal with important issues and future trends affecting educational leaders and practitioners.

MEM906 Contemporary Issues in Mentoring for Leaders and Practitioners

This course offers leaders and practitioners a foundation on contemporary and emerging developments in the field of mentoring. Mentoring at workplace primarily focuses on its significance in professional development to benefit the mentor, protégé and organisation. This course caters to leaders, aspiring leaders, and practitioners who are keen to examine existing research and practice. There is an emphasis on generative learning to create better mentoring paradigms in the midst of on-going change.

Aims and objectives
To examine critically a spectrum of mentoring issues; review existing research on mentoring; generate relevant mentoring frameworks; enhance awareness of own professional mentoring practice; and to explore and analyse in depth a specific challenge in mentoring.

MEM907 Comparative Issues in Education

Education issues are always in the news as education is seen around the world as vital towards economic competitiveness and social cohesion as well as socializing young people for citizenship. Broader perspectives beyond one's national boundaries will sharpen one's analytical skills and provide a more informed basis for discussing education policy issues.

Aims and objectives
This course offers students the chance to explore key educational issues from a macro and international perspective. It will arouse their awareness of how critical issues and policy dilemmas are played out in a variety of education systems around the world. Students will develop keen insights to help in their understanding of these key issues.

MEM908 Ethics and Leadership for Educators

This course is aimed at exploring and clarifying the relation between ethics and leadership. Leadership may be seen as the ability to influence human relations for the sake of organisational interests and/or personal gain. From this perspective, ethics does not feature as the core of leadership or it serves only as an instrument to achieve other, non-ethical objectives. On the other hand, even if leadership is ethical in nature, there is the problem arising from the variety of competing conceptions of ethics. How does the leader negotiate among these competing conceptions of ethical thought? These considerations show why it is important to address and examine basic questions about ethics and leadership.

Aims and objectives
This course provides the opportunity for participants to critically discuss the following questions:
- What is ethics?
- What is leadership?
- Is an effective leader an ethical one?
- What are the qualities of good leadership?
- Which of these qualities are ethically relevant?
- How far can a leader go in promoting or fostering ethical conduct?
- Do moral considerations constrain or impose limits on effective leadership?
  and reflect on their role as ethical leaders in their professional contexts.

MEM909 Contemporary Issues in Strategic Educational Management

This course reviews the evolution of strategic management. The course will also be explored through the ten schools of strategic management. Planning and traditional strategic management assumes that detail plans and structure determines strategy, which leads to performance consequences. Issues with traditional strategic management will be explored through the changing educational landscape in Singapore. As the educational landscape in Singapore continues to change rapidly, a new type of strategic school leader is needed. The new strategic leader is one who can cope proactively with a dynamic, complex, increasingly competitive and sometimes uncertain context. Because defining success for schools will also change with the changing educational landscape, the strategic leader must review assumptions that lead to school practices and challenge these assumptions in view of the changing educational landscape.

This view of educational success will require relevant strategies to develop staff, incorporate relevant learning programmes and structures and promote learning opportunities for students that will future-ready them in the changing landscape. The strategic choices for schools are to pursue goals beyond the school and include global, local and individual goals. Hence, strategy must be multi-dimensional and future oriented.

Aims and objectives
To understand the evolution of strategic management and the ten schools of strategic management; identify current issues with school, teaching, and learning vis a vis the country's changing landscape; explore alternatives to current strategic management of teaching and learning; and to develop a critical understanding of how to define educational success.

MEM910 Philosophy of Education

Philosophy means "the love of wisdom". It is a dedicated pursuit of wisdom through a systematic inquiry into the nature and meaning of the universe and of human life. Philosophy of education is the study of key philosophical ideas that have influenced educational thought and developments in the world. Through an exploration of the views of selected philosophers and philosophies in education, this course aims to provide students with the understanding of the role that philosophy plays in educational thought and practice.

Aims and objectives
This course does not aim to provide a comprehensive study of major philosophers and philosophies in education. Rather, participants will be introduced to an overview of philosophy of education, key philosophical concepts and selected philosophers in education. Throughout the course, students are encouraged to think philosophically – to reflect on, question and establish their own assumptions, beliefs and values on issues relating to philosophy of education.

MEM911 Servant Leadership

This course examines the essence of servant leadership as one of the key areas in the instructor's research. The application of such research findings to the civil service systems is significant because the effectiveness of department leaders relies much on their understanding of and embodying the spirit and principles of serving in their leadership practice.

Organisational leaders possess the commanding authority as they assume the positional power accorded to them; and they can be demanding in requiring their staff to get the work done. While these are the major components in organisational leadership and closely related to the leaders' personal characteristics and leadership styles, the drive and the willingness to serve and provide what their staff need are integral aspects of leadership effectiveness. Philosophical perspectives from the west, e.g., Greenleaf and Senge, and from the east, e.g., the Chinese classics are discussed for students to gain insights of understanding "service" as a value. The behavioural aspects of leaders who are servants first are also discussed, for students to understand servant leadership as a style.

Aims and objectives
To examine the origins and theories of civil service, from both the Western and Chinese perspectives, with the 2 objectives –
- To understand the philosophical foundations of servant leadership, both from the Western and the Eastern perspectives; and
- To develop approaches to exploring the fundamental requirements of quality service in organisations in public and private sectors alike, and to analysing the factors attributive to current issues in the organisations the students are familiar with.

MEM912 Theory and Practice of Teachers' Professional Learning

In light of the demands for change, improvement and innovation in instruction and curriculum to achieve diverse learning outcomes, the importance of teacher professional development has now received increasing attention. This is consistent with the increasing importance placed on learning especially in view of the knowledge society and economy. Current literature on teacher professional development, or professional learning, suggests the need to go beyond traditional models of professional development which regard learning as special events that are restricted to three or four days during the school year, graduate courses and qualifications, and accumulation of time-based activities. New conceptions of teacher professional learning/development, along with their theoretical justifications, are now being considered. These include the notions of lifelong learning, 'job-embedded' learning, inquiry-based learning, reflective-based learning, and community-based learning. Concomitantly, new models of teacher professional development have been proposed. These include reflective practice, professional learning communities, communities of practice, and action research. This course will provide the learning space for participants to consider, contextualize and critique the theory and practice of teacher professional learning/development. Participants will also become familiar with the concepts and current developments pertaining to teacher

professional development, and appreciate the relationship between professional learning/development and school improvement.

Aims and objectives
To have a deeper grasp of the theoretical bases to the forms and practices of professional development in education; to become more cognizant of these theoretical bases in the context of his/her organisation and/or industry within the specific country context; and to develop a research agenda for further investigations into the field of professional development.

MEM913 Interdisciplinary Thinking for Educational Leaders

The course aims to introduce to participants the key concepts of interdisciplinary thinking for them to be innovative and effective educational leaders in the 21st century. The focus is on how knowledge and methods in two or more disciplines can be integrated to produce a cognitive advancement such as explaining a phenomenon, solving a problem and creating a product.

Aims and objectives
Participants will learn about the various modes of thinking such as problem solving and design thinking that cut across traditional disciplinary boundaries. By exploring, reflecting on and synthesizing ideas and perspectives in the fields of educational leadership, teaching and learning, participants are given the opportunities to relate what they are learning in this course to real-world issues and challenges in their professional contexts.

MEM914 Key Issues in Education Policy

This course critically explores key issues in Education Policy (EP) by using Singapore as an illustrative case study. This course does not take the conventional approach that follows the different sociological theories and their implications on EP. Nor is it a 'how-to' course for educators to acquire and apply specific skills, techniques and strategies to their professional work. Rather, this course applies a topic/theme-oriented approach to encourage participants to be critical thinkers and reflective practitioners by exploring education policy with a specific focus on local practices and international comparison. Various themes such as the culture of educational policy-making, values inculcation, 21st century education, and education policy borrowing will be explored in conjunction with the discussion of EP. These themes are chosen in accordance with the Singaporean education context.

Aims and objectives
To explore various thematic factors that have influences on EP and education policy-making, using Singapore as a primary case study; investigate the issues that EP attempts to solve in contemporary world; and to equip the learners with sufficient understanding of these factors that could be used to analyse EP in both local and global contexts.

MEM915 Historical and Philosophical Foundations of Contemporary Theories in Educational Policy

Research on educational leadership and management today requires some familiarity with methodological and theoretical debates in the social sciences. Students need to be aware of the background to the dominance of the positivist paradigm in educational research and the role that neoliberal ideology plays in shaping the norms and values informing governmental, professional as well as academic thought and practice in education. This course will show how the Western intellectual movement known as the Enlightenment has shaped the modern intellectual context within which contemporary theories are articulated and debated.

Aims and objectives
This course will give students a better understanding of why scientific and commercial thinking play such important roles in education. An understanding of how theories evolved to address educational challenges and issues will enable students to have a better appreciation of current debates such as the marketization of education as a global phenomenon. Rather than resolving these issues and problems, the course aims to expose students to the competing theoretical perspectives that continue to inform the analyses of issues and ideas in the literature on educational management and leadership. The objectives of this course are to 1) give graduate students relevant background to the history and development of theories informing contemporary educational thought and practices; 2) foster appreciation for the role that social theories play in formulation and critiques of policies and practices; and 3) develop interpretive and analytical skills of graduate students through engagement with primary theoretical and philosophical texts.

MEM916 Teachers as Leaders for Learning

Schools are continually compelled to build capacity in order to cope with increasing demands from key stakeholders such as policymakers, parents and its communities – all of which require schools to innovate curricula that bring about a broadened set of learning outcomes in students. Besides investing in teacher quality through appropriate professional development framework and processes so as to significantly impact classroom teaching practices, building quality leadership is equally essential. It has been argued that leadership is second only to teaching in terms of within school factors impacting student learning outcomes. However, besides raising the quality of leaders traditionally at the senior or middle leadership levels, leadership to support teaching and learning must now extend to teacher leaders. The distribution of instructional or/and curriculum leadership practices would only lead to the development of leaders beyond senior and middle leadership levels. Hence, the need to develop teacher leaders who are equally concerned to improve teaching and learning. As leaders for learning, teacher teachers work in a range of roles beyond the confines of their classrooms. The focus in this course will be leadership for learning within professional learning communities (PLCs), which includes collaborating with teachers within and beyond schools.

Aims and objectives

Participants will:

- Develop and refine their beliefs, attitudes and understanding relating to the concepts of 'leadership', 'teacher leadership', 'teacher learning', and 'professional learning community';
- Reflect and critique the roles and practices of teacher leaders within their professional roles and contexts;
- Reflect and critique the frameworks and practices of the 'professional learning communities' and 'network learning communities';
- Explore specific strategies that are likely to enhance teacher leaders' personal effectiveness as teacher leaders in their professional roles including the context of professional learning communities; and
- Develop a framework of inquiry to understand, and evaluate the effectiveness of specific strategies in enhancing teacher leaders' effectiveness.

MEM917 Policy and Leadership in Early Childhood Education

This course aims to equip participants with the knowledge and understanding of policies and leadership in the global and local early childhood education contexts. Participants will be introduced to contemporary issues and developments in a rapidly changing early childhood landscape from a sociological perspective. As early childhood spans from birth to eight years, early education may include both preschool and primary school contexts in different countries. As such, this course offers an international lens in understanding the socio-political, cultural, and systemic differences across countries, policies and practices. Participants will learn about the theories and models of early childhood education, educational leadership and practices around the world. Using Bronfenbrenner's ecological systems theory as the theoretical framework for this course, participants will learn about early childhood from the macro to the micro level. They will examine and analyse the impact of macro forces influencing and confronting early childhood, and contextualise the implications of these issues to the local context. Participants will apply and demonstrate their understanding of early childhood and educational policies and leadership through group work and an individual discussion paper.

Aims and objectives

Participants will be able to:

- Examine the policies, contemporary issues and developments in early childhood education in global and local contexts;
- Identify theories and concepts of early childhood education and educational leadership models;
- Examine the affordances and challenges of leadership practices in the delivery and provision of quality programmes; and
- Analyse major issues confronting early education and contextualise the impact and implications to the Singapore context.

MEM918 Globalisation, Educational Change and Pedagogical Reform

This course is an introduction to the concept and salient characteristics of globalisation, its impacts on educational policy and practice, and related issues of school change, curriculum reform and new pedagogy. It provides participants with a conceptual and analytic understanding of globalisation, an understanding and engagement with practical educational issues and problems that face Singapore and other countries as a result of globalisation. The course discusses curriculum and policy reform strategies that seek to respond to current and emergent conditions.

Aims and objectives
Participants will be able to:
- Understand the notion and theories of globalisation;
- Relate globalisation to educational change and pedagogical reform; and
- Reflect on and apply what they have learnt of globalisation, educational change and pedagogical reform to their professional contexts.

MEM919 Understanding and Supporting Teacher Resilience

In this course, learners will approach resilience with a multidisciplinary approach uniting resilience from classic child and positive psychology and understand how educators cope from cognitive appraisal-based coping theory based on trauma psychology and occupational therapy, operationalized by narrative inquiry in teacher education. Using these theoretical models as epistemic tools and practice-validated strategies, learners will analyse educator narratives and make better meaning through their own self-narrative to co-construct meaning, fully appreciate, and more systematically support educator resilience as developmental, transformational and expansive learning. With this module, learners will also be able to help educators strengthen self-understanding, better confront personal and professional vulnerability, strengthen professional identity, and enhance a sense of continuity, coherence and commitment.

Aims and objectives
Participants will be able to:
- Understand resilience as a multifaceted, dynamic, and complex construct, and the models used in the evolving research on educator resilience.
- Identify contextual and work-related stressors as well as the values, capacities and practices that resilient educators demonstrate and engage in dealing with challenging events.
- Understand coping and appraisal theories (in occupational and cognitive psychology) and resilience transformation of challenging events into wellbeing, job satisfaction and commitment in teacher education.
- Explore (teacher) narratives as an evidence-based approach to externalize, study, reflect on and enhance educators' resilience practices and meaning making.

- Apply the theories to analyze resilience practices in narratives written by local educators and compose their own narratives of resilience.
- Enhance critical thinking, co-construction of narrative meaning, collaborative teamwork and innovation through the learning tasks designed in the course.

MCT 902 Crafting the Curriculum

This course is an introduction to curriculum development. The underlying framework for the course is that curriculum building is a process that requires ongoing study and reflection about curriculum and the practice of teaching.

Central and perennial curriculum questions explored are: What knowledge is of most value and worth? How is the learner and learning viewed? What is the role of teachers in creating and enacting curriculum?

The process of analysis will reveal that curricula are by necessity always incomplete and imperfect—everything that is included (topic, activity, question, component, material, assessment, etc.) means that something else has been excluded. This being the case, students will suggest refinements to the curriculum they have analysed, based on their understanding of the needs of learners, the socio-political milieu, and the moral and ethical dimensions of schooling.

Aims and objectives
Participants will be able to:
- Understand what responsive curriculum development involves.
- Analyse curriculum designs in context, using multiple theoretical lenses and from the perspectives of diverse stakeholders.
- Propose a contextualised curriculum design for addressing: (i) gaps in an existing curriculum, (ii) need for new curriculum, or, (iii) need for new relations between curricula, and, suggest how the proposed curriculum design can be developed with reference to those who will be most affected by it.

MCT 904 Understanding Teachers and Teaching: Theory and Practice

This course explores three intertwining ideas of teachers, teaching and teacher learning and aims to address a set of key questions in the global context: (1) The idea of teachers as learners in practice, which explores from the interpretive perspective on how teachers acquire the knowledge, skills, and values in forming their professional identity in situated practices of teaching and curriculum making. How do we understand the composition of the teacher's knowledge, practice, and skills in making the curriculum alive? (2) The idea of teaching as a practice, one that has been historically understood by scholars, practitioners, and policymakers from a range of theoretical perspectives. What does it mean to conceptualize teaching as a practice? What are the many ways people have thought about teaching as a practice, and what are the consequences of those perspectives on how we understand

teaching? Who can create, evaluate, and critique knowledge about teaching? (3) Teacher learning to teach, which addresses the fundamental issues of how teachers reflect upon and improve their teaching via professional development. How do teachers learn at different points in their professional continuum and in different contexts? What are the conducive conditions for teachers to learn? As the figure below shows, we analyze teachers and teaching for teacher learning and professional development. The course will introduce some major theoretical perspectives which have been used to guide research, policy recommendations, and the work of teachers and teaching for the purpose of teacher learning and professional development.

Further, we consider the issues of teaching and teachers in international contexts, drawing on research from Singapore and other countries. Some of the learning materials we use will give us repeated opportunities to consider education in international contexts. While they do not constitute a central focus of the course, they will give us opportunities for discussions that draws on multiple and sometimes conflicting descriptions and interpretations of teaching and teacher in a particular setting. Thus, we further pursue the context-related questions when we make the familiar strange through such an international perspective: In what ways is teaching practice embedded in and shaped by the many contexts in which it is situated? What does it mean to work as a teacher in response to discourses prevalent in the globalization, the local culture of the students, and the community?

Aims and objectives
Participants will be able to:
- Confront fundamental issues pertaining to teachers, teaching, and teacher learning;
- Familiarize themselves with central lines of research on teachers, teaching, and teacher learning;
- Continue developing their academic skills in developing your own research interests, critical
- Reading, analytical writing, and thoughtful collegial discussion in a professional learning community;
- Develop an ability to analyze teaching in relation to curriculum making and instructional
- Innovations, reflect upon their professional identity, and deliberately learn from their own teaching practices.

MCT 911 Curriculum Implementation and Educational Change: Concepts and issues

In this course, curriculum implementation is seen within a broader perspective that encompasses national level, organisational/school-level, and individual/classroom level implementation. Discussed are key concepts and theories in the field of curriculum implementation and educational change to understand their meaning and significance.

We also examine key factors of curriculum implementation and educational change and discuss the complexity of roles that various stakeholders play in the implementation process as well as the relationships of implementation at the policy level, school/organisational level,

and individual/classroom level. In this way, participants are encouraged to understand the nature and complexity of curriculum implementation and its fundamental connection with educational change.

Aims and objectives
Participants will be able to:
- Understand what "curriculum implementation" involves, why the term itself is problematic, and how curriculum implementation interacts with systemic reform and educational change.
- Appreciate the complex nature of educational change and how over-rationalizing the change process inhibits sustainable implementation of planned change.
- Analyse underlying assumptions, key factors and stakeholder interactions in curriculum implementation at different levels in an education system/context.
- Facilitate deliberation on major issues that confront educational innovation and reform in Singapore.
- Plan for implementation of curricular change.

MCT 912 Curriculum and Programme Evaluation

This course offers an introduction to key considerations in planning and carrying out an evaluation and participants are expected to design an evaluation for a programme of their interest.

Aims and objectives
Participants will be able to:
- Understand the key concepts of curriculum evaluation
- Critically evaluate the strengths and weaknesses of a programme evaluation
- Design an evaluation plan for a programme or a curriculum in an educational setting
- Choose suitable methods to collect appropriate data for an evaluation
- Appreciate the complexity of evaluation work from both efficacy and ethical perspectives
- Appraise the quality of curriculum evaluative studies
- Interpret findings and warrant of evaluation studies

MCT 913 Differentiating Curriculum and Teaching for Diverse Learners

Engaging learning requires a renewed focus on the learner to understand and provide for different needs, readiness and backgrounds so as to optimise learning for all students. This course is designed to encourage educators to examine their assumptions about learners and to develop a critical understanding of different student learning needs in relation to curriculum, teaching, learning and assessment in the regular classroom. Participants will learn to use curriculum design models to develop appropriate curricula and teaching approaches, as well as review and adapt existing curricula to plan for meaningful and defensible differentiation. Participants will also learn to evaluate the effectiveness of their designed curricula, particularly within the context of implementation challenges.

Aims and objectives
Participants will be able to:
- Understand current issues in general and special needs education in high-performance schooling and in relation to a purpose-driven vision of schooling;
- Develop an awareness of personal beliefs about learner differences and the influence of these beliefs on teaching and learning;
- Understand major theories of intelligence and the broad concepts of differentiation for students' readiness, interests and learning profiles;
- Use the clinical interview as a form of formative assessment to uncover and understand some of the deeper challenges in curriculum, teaching, and learning;
- Use Tomlinson's Differentiated Instruction framework to plan for the learning needs of different groups of students through differentiation of content, teaching approaches and assessment tasks;
- Develop the ability to critique texts and curricula materials and adapt curricula to meet varied learner needs;
- Identify implementation challenges and possibilities in differentiation.

MCT 914 Globalization and Curriculum Reform

Education systems around the world are in a continuous state of reform and change. The catalyst for curricular changes emanates from multiple and layered sources such as local socio-political tensions and global economic imperatives.

International comparisons of student performance between countries and their education systems conducted by international organisations (e.g., IEA and OECD) have motivated countries to reconsider their own forms of educational and curriculum policy against those which do differently or better. Countries undertake curriculum reform to equip students with understanding, values, skills and dispositions needed for participating in an increasingly competitive economic environment. Governments attempt to gain greater control over education in order to enhance the quality of educational outcomes, equity of schooling, manage demographic diversity, and develop the ideal citizenry. In many countries, policymakers actively engage in "policy borrowing".

It is necessary that educators understand how systems and curricular of different countries are currently structured and how the integration of economies, industries, markets, cultures and policy-making and policy-borrowings around the world are converging and diverging curricular around the world. It will help them appreciate the thinking behind curricular reforms, the sustainability and integrity of reforms, its capacity to effect change, malleability of a system and the various institutional processes that countries put in place to effect change.

Aims and objectives
Participants will be able to:
- Understand theories and discourses pertaining to globalization, and curricular reform;
- Apply theories and discourses to critically analyse specific curricular and pedagogical innovations at the policy, programmatic and school/classroom levels;
- Examine basic assumptions and beliefs about curriculum and school reform;
- Develop an international and comparative perspective on curricular reform;
- Gain insights into various examples of sustainability and integrity of reforms.

MCT 921 Theory and Practice of Authentic Assessment

This course aims to provide participants with 1) conceptual clarity on "authenticity"; 2) principles for designing quality authentic assessments that yield valid information of a learner's ability; 3) a critical perspective of the role of authentic assessment within Singapore's educational system.

Aims and objectives
Participants will be able to:
- Articulate conceptual and theoretical knowledge about authentic assessment
- Critique journal articles on authentic assessment
- Critique examples of authentic assessments and their rubrics currently in use
- Apply authentic assessment task design and rubric development

THE END