



An Institute of



**NANYANG  
TECHNOLOGICAL  
UNIVERSITY**  
SINGAPORE

# GRADUATE STUDIES & PROFESSIONAL LEARNING

# VISION

An Institute of Distinction:  
Leading the Future of Education

# MISSION

Inspiring Learning, Transforming Teaching, Advancing Research

# DEAN'S MESSAGE

The National Institute of Education (NIE), an institute of Nanyang Technological University, Singapore is one of the leading teacher preparation institutions in the world, and has been an integral part of Singapore's education system since it was first established as the Teachers' Training College in 1950. NIE has a strong reputation for evidence-informed graduate, executive leadership and professional development programmes and courses for teachers, educators, researchers, policy makers, and other professions. These are delivered through the Office of Graduate Studies and Professional Learning (GPL) with the support of the Academic Groups that represent a range of disciplines.

Our faculty members are deeply passionate about teaching and learning. They are experts in education and many are also internationally renowned in their respective academic fields. Our aim is for our students and course participants to become thought leaders, skilful teachers, disciplinary experts and good researchers who can bring critical change in their respective professional contexts and academic fields. This aspiration is embodied in our philosophical statement of "Learning Differently, Leading Change".

We look forward to you joining us in one or more of our programmes as you embark on the next stage of your lifelong learning journey.

*Associate Professor Ang Keng Cheng  
Dean, Graduate Studies & Professional Learning*

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# WHY NIE?

## Top Education Institute

As an autonomous institute of Nanyang Technological University, NIE has been consistently ranked in the world's top 20 education institutions and top 3 in Asia based on Quacquarelli Symonds (QS) ranking by subjects.

## Teaching Talents

NIE is the heart of Singapore's teacher education and education research. We are committed to delivering quality education for educators and providing an array of graduate and professional development programmes and courses for educators seeking further career advancement. We prepare educators from the initial teacher preparation through to the teacher professional development phase. We also provide quality graduate studies and lifelong learning to the public, partnering with them in developing new competencies.

Our faculty have over the years won numerous awards and accolades for excellence in teaching and research, as well as received prestigious fellowships and scholarships from international organisations.

In addition to our 10 Academic Groups' academic staff who provide the disciplinary rigour and depth, NIE regularly invites distinguished professors to share their knowledge and expertise as well as to participate in collaborative projects. These professors hail from renowned universities such as Teachers College, Columbia University, Stanford University, Harvard Graduate School of Education, Boston College, University of Sydney, University of Toronto, University College London and the Hong Kong Institute of Education.

## Global Partnerships

To broaden its reach in developing new competencies, NIE actively seeks strategic partnerships and collaborations with top institutes around the world. These global partnerships pave the way for research collaborations, staff and student exchanges and joint programmes for professional development and postgraduate research. These partnerships also provide the platform for NIE to keep abreast of global developments in the educational landscape and to share expertise.

NIE is also a founding member of the International Network of Educational Institutions (INEI), formerly known as International Alliance of Leading Education Institutes (IALEI). Established in 2007, the INEI is a consortium of 10 education institutes that seek to enhance the quality of education in their own countries and to provide leadership for educational development internationally. It acts as a think-tank which draws together existing expertise and research in education to generate ideas, identify trends, and serve as a collective voice on important educational issues, thus influencing policy and practice in education.

## Research Excellence

Research excellence is a driving force that energises knowledge creation. Renowned for its teacher education and education research, NIE also aspires to excel as a world-class institute of higher learning. Researchers are given the chance to engage in cutting-edge researches and pedagogy courses in various areas. Some of the research centres and labs in NIE include:

- Centre for Arts Research in Education (CARE)
- Mediated Learning Laboratory (MLL)
- Motivation in Educational Research Laboratory (MERL)
- Plasma Sources and Applications Centre (PSAC)
- Multi-centric Education, Research & Industry Science, Technology, Engineering, and Mathematics Centre (meriSTEM)



## Graduate Research and Academic Development (GRAD) Centre

The GRAD Centre provides support for NIE graduate students to develop into effective writers in their specialisations. It also offers training in writing and professional presentation, skills that are transferrable to their careers. In the GRAD Centre, graduate students can receive feedback and guidance for written assignments from our English language consultants and trained PhD student tutors. The centre strives to provide an environment in NIE where the students can receive specific ideas to improve their academic writing, professional conference presentation, and statistical analysis skills.

# GRADUATE PROGRAMMES

NIE offers a wide range of graduate programmes that can enhance your competence and knowledge as you strive to meet the new and changing demands of your career. These programmes have specially-designed curricula and are delivered through a schedule of lectures/seminars and tutorials.

## Masters Programmes (by Coursework and Research)

### Research

- Master of Arts (MA)
- Master of Science (MSc)

### Coursework

#### Disciplinary Content

- MA (Applied Linguistics)
- MA (Humanities Education)
- MSc (Exercise & Sport Studies)
- MSc (Life Sciences)
- MSc (Mathematics for Educators)
- MSc (Science of Learning)

#### Education Domains

- MEd (Art)
- MEd (Chinese Language)
- MEd (Curriculum & Teaching)
- MEd (Developmental Psychology)
- MEd (Drama)
- MEd (Early Childhood)
- MEd (Educational Assessment)
- MEd (English)
- MEd (High Ability Studies)
- MEd (Learning Sciences & Technologies)
- MEd (Malay Language)
- MEd (Mathematics)
- MEd (Music)
- MEd (Science)
- MEd (Special Education)
- MEd (Tamil Language)

#### Professional Practice

- MA (Applied Psychology)
- MA (Counselling & Guidance)
- MA (Educational Management)
- MA (Instructional Design & Technology)
- MA (Leadership & Educational Change) – *Joint programme with the Teachers College, Columbia University*
- MA in Professional Education (Training & Development)
- MA (Teaching Chinese as an International Language)
- MTeach

## Doctoral Programmes

- Doctor of Philosophy (PhD)
- Doctor in Education (EdD)

## DURATION AND MODE OF STUDY

Programme	Full-Time	Part-Time	Mode
MA (Applied Linguistics)	1 - 2 years	2 - 4 years	By Coursework or By Coursework with Dissertation
MA (Applied Psychology)	2 - 3 years	2 - 4 years	By Coursework or By Coursework with Dissertation
MA (Counselling & Guidance)	1.5 - 2 years	3 - 4 years	By Coursework
MA (Educational Management)	1 - 2 years	2 - 4 years	By Coursework or By Coursework with Dissertation
MA (Humanities Education)	1 - 3 years	2 - 4 years	By Coursework or By Coursework with Dissertation
MA (Instructional Design & Technology)	1 - 2 years	2 - 4 years	By Coursework or By Coursework with Dissertation
MA (Leadership & Educational Change) – <i>Joint programme with the Teachers College, Columbia University</i>	1 year	-	By Coursework
MA (Teaching Chinese as an International Language)	1 - 2 years	2 - 4 years	By Coursework
MA in Professional Education (Training & Development)	1 - 2 years	2 - 4 years	By Coursework
Master of Education (MEd)	1 - 2 years	2 - 4 years	By Coursework or By Coursework with Dissertation
MSc (Exercise & Sport Studies)	1 - 3 years	2 - 4 years	By Coursework or By Coursework with Dissertation
MSc (Life Sciences)	1 - 3 years	2 - 4 years	By Coursework or By Coursework with Dissertation
MSc (Mathematics for Educators)	1 - 3 years	2 - 4 years	By Coursework
MSc (Science of Learning)	1 - 2 years	2 - 4 years	By Coursework or By Coursework with Dissertation
MTeach	1 - 2 years	2 - 4 years	By Coursework or By Coursework with Dissertation
MA (Research)	Up to 3 years	Up to 3 years	By Research
MSc (Research)	Up to 3 years	Up to 3 years	By Research
Doctor of Philosophy (PhD)	Up to 5 years	Up to 5 years	By Research
Doctor in Education (EdD)	Up to 5 years	Up to 7 years	By Coursework with Dissertation

# BRIEF DESCRIPTIONS OF PROGRAMMES

## a. Master of Arts (Applied Linguistics)

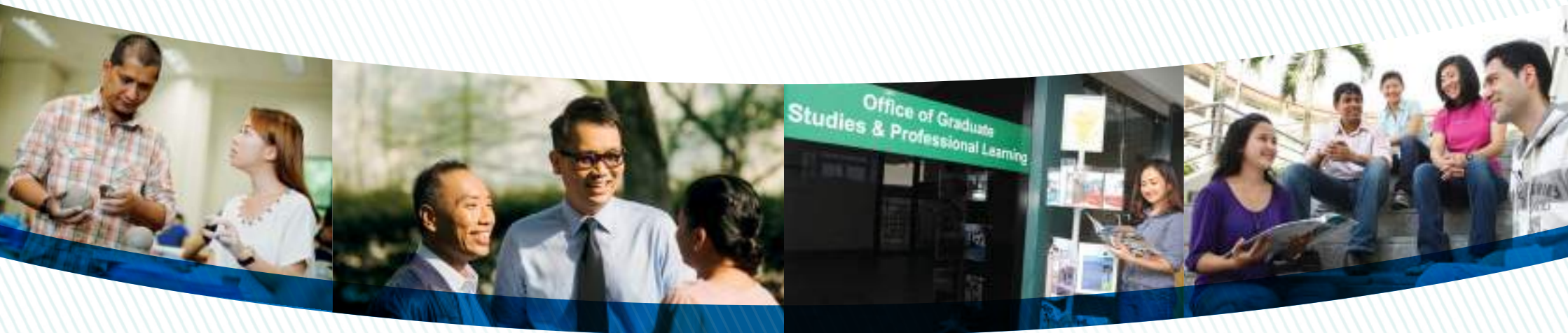
*For* Primarily for English language teaching professionals who wish to strengthen their academic qualifications for career advancement, but it is also suitable for people with a keen interest in language related issues.

*Outline* A broad-based course of study in the field of applied linguistics, mainly within the fields of language education and discourse studies, balancing theoretical knowledge with practical application.

## d. Master of Arts (Educational Management)

*For* Educational leaders and professionals who wish to develop their skills and knowledge required to lead schools to new realms of educational excellence.

*Outline* It equips candidates with the necessary knowledge, skills and capability to lead their organisations effectively at a time of rapid change. It also provides an excellent opportunity for in-depth study of some of the key strategic and current issues in the management of education and training programmes.



## b. Master of Arts (Applied Psychology)

*For* Psychologists, counsellors and educators who are motivated to acquire knowledge and skills in the field of psychological service.

*Outline* Gain theoretical knowledge, research insights and practical skills to train as specialists in the field of Educational Psychology or Counselling Psychology.

## c. Master of Arts (Counselling & Guidance)

*For* New entrants into the fields of counselling and guidance, and professional counsellors seeking higher qualification to be a highly competent and caring counsellor.

*Outline* Gain skills and knowledge in various counselling core areas, appreciate diversity, understand ethical and legal issues, and learn to apply theories and techniques, thus leading to effective individual and group counselling.

## e. Master of Arts (Humanities Education)

*For* Humanities educators and educational leaders who are interested in advancing their professional knowledge through disciplinary and interdisciplinary explorations of humanities education.

*Outline* Extensive range of courses focused on both classroom pedagogy and disciplinary content relevant to History, Geography and Social Studies educators and curriculum specialists.

## f. Master of Arts (Instructional Design & Technology)

*For* Educators and professionals who wish to enhance their capacities in instructional design and technology in corporate training/industry settings, and those who wish to advance their capacities with a focus on technology-enhanced learning in formal education institutions.

*Outline* Specifically concerned with solving instructional problems, as well as the application, development, and management of various information technologies, including e-learning.



**g. Master of Arts (Leadership and Educational Change) - Joint programme with the Teachers College, Columbia University**

*For* Educators and educational leaders who are interested to learn about the interrelationships between curriculum, leadership and change and who aspire to lead curriculum, innovation and educational change in schools and other organisations.

*Outline* The programme has a dual focus on organisational and curriculum leadership. It aims to prepare educational leaders with formal and informal leadership experience to go beyond organisational leadership and towards leadership capacities in curriculum, teaching and learning. Opportunities are provided to build new cross-national learning communities and fraternities steeped in both local and global perspectives.

**h. Master of Arts (Teaching Chinese as an International Language)**

*For* Educators who desire to specialise in the theory and practice of teaching Chinese as a foreign/second/international language to learners whose first language is English (CIL learners).

*Outline* The programme is NIE's strategic response to the sharp increase in demand within the international market for more educators who are properly trained to teach Chinese in English-speaking regions. Some key programme features include an introduction to the correct use of English as an aid to help the learners master Chinese and a combination of theory and practice, emphasising classroom training to ensure graduates are competent in teaching Chinese in an English language teaching environment.

**i. Master of Arts in Professional Education (Training & Development)**

*For* Experienced professionals involved in staff development, facilitating Professional Learning Communities (PLCs), mentoring and coaching, managing training and professional development organisations, managing teams of adult educators, leading adult education project teams, policy-making for institutions and professional bodies and researching in higher education, and adult and lifelong learning.

*Outline* This programme aims to provide a rigorous understanding of educational practices and systems from social, philosophical, psychological, cross-national and normative perspectives. It also seeks to foster an understanding of central issues in learning and development, education and training, and educational leadership in the various professional contexts. Its specific objective is to educate professional educators with values and beliefs as well as equipping them with a distinct set of skills to drive mentoring and coaching, innovative training, assessment and design practices.

**j. Master of Education**

*For* Educators and university graduates with a background in education who wish to advance their knowledge and skills in education.

*Outline* Offering 16 areas of specialisation:

- Art
- Chinese Language
- Curriculum & Teaching
- Developmental Psychology
- Drama
- Early Childhood
- Educational Assessment
- English
- High Ability Studies
- Learning Sciences & Technologies
- Malay Language
- Mathematics
- Music
- Science
- Special Education
- Tamil Language

**k. Master of Science (Exercise & Sport Studies)**

*For* Individuals with an interest in physical education, sports, fitness, health and wellness.

*Outline* It provides a balanced coverage of pedagogy, psychosocial, management and scientific aspects of human movement. It also aims to enable professionals to upgrade their qualifications either for career advancement in schools or to qualify them to work in other sport science and management positions.





### **i. Master of Science (Life Sciences)**

*For* Educators, science graduates or professionals interested in life sciences, by addressing not only the knowledge base, but also the necessary experimental skills required.

*Outline* Without sacrificing the necessary breadth and depth of the multi-disciplinary nature of the life sciences, we offer you a highly personalised roadmap in which the most recent scientific developments are taught, and social and bioethical issues are discussed. The programme offers three areas of specialisation in:

- Chemistry
- Clean Energy Physics
- Environmental Biology

### **m. Master of Science (Mathematics for Educators)**

*For* Mathematics educators and other professionals.

*Outline* This programme differentiates itself from others in that the acquisition of wide and in-depth knowledge in mathematics is emphasised along with its connection to mathematics teaching.

### **n. Master of Science (Science of Learning) – in partnership with Lee Kong Chian School of Medicine**

*For* Experienced professionals in Early childhood, K12, Tertiary, and Adult education, Healthcare education, Professional and staff development, Quality assurance and regulation of educational institutions, and Continuing education and training (CET).

*Outline* Advances in biology and neuroscience show how our brains and cognitive development are shaped by learning experiences and the environment. The MSL is a distinctive programme where students will acquire a strong foundation in science of learning and development, and learn how the latest advancements in neuroscience, cognitive science, and technologies bear on fundamental questions of education--how people learn and the tools we can use to optimise learning.

### **o. Master of Teaching**

*For* Professionals across the wide range of educational and education-related contexts, who are committed to high quality teaching.

*Outline* The Master of Teaching (MTeach) is a practice-oriented programme designed for professionals across the wide range of education and education-related contexts, who are committed to sharpen their professional expertise in delivering high quality teaching to diverse learners of today through the bridging of practice and research.







- p. **Master of Arts**
- q. **Master of Science**
- r. **Doctor of Philosophy (PhD)**

*For* Those who would like to pursue a focused research on a topic in the following areas:

- Asian Languages and Cultures
- English Language and Literature
- Humanities and Social Studies Education
- Learning Sciences and Assessment
- Mathematics and Mathematics Education
- Natural Sciences and Science Education
- Physical Education and Sports Science
- Policy, Curriculum and Leadership
- Psychology and Child & Human Development
- Visual and Performing Arts

*Outline* You will have to complete a fixed number of courses that can contribute to your understanding of the field and the methodology relevant to your study. Guided by a research-active supervisor, you will develop advanced skills and knowledge to address and investigate academic discipline-related or educational problems and issues.

s. **Doctor in Education (EdD)**

*For* Professionals who would like to extend their expertise and training, as well as develop skills in research, evaluation and reflection on practice.

*Outline* EdD has the rigour and expectations of a PhD, but with a professional focus. One of the major aims of the EdD is to develop professional leaders who are able to identify and solve complex field-based problems. Professional doctorates stress the application of research, development of professional knowledge and creation



## APPLYING TO OUR GRADUATE PROGRAMMES

Before you apply, you are advised to visit the programme webpages to view more details such as the programme structure, research areas and entry requirements. Applications are to be submitted online. You must upload electronic copies of your supporting documents via the online application system.

### General Entry Requirements

Specified below are the minimum requirements for admission into NIE/NTU. In addition to the admission requirements, there are additional requirements for your programme of choice. Please refer to the relevant programme webpages for full information on the requirements for individual programmes.

#### • Masters by Coursework

- A good Bachelor's degree from a recognised university
- Other qualifications or working experience as specified for each programme

#### • PhD and Masters by Research

- A Bachelor's degree with honours
- A Master's degree in the relevant areas (for those pursuing PhD)
- Ability to pursue research in the proposed field of advanced study

You are advised to contact a potential supervisor before making a formal application. As a guide, you may wish to briefly introduce yourself, explain your research interests and mention the potential supervisor's research that you find interesting.

#### • Doctor in Education (EdD)

- A Bachelor's and Master's degree with good grades from a recognised university
- Relevant working experience
- You will be required to state your approved Research Topic and name of EdD Supervisor in your application document. Before you submit a formal application, please identify your prospective supervisor in your desired research.



### TOEFL / IELTS / GRE Requirements

International applicants whose first language is not English and graduates of universities with non-English medium of instruction are required to submit an official Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) score. These tests dates must be no more than two years before the date of application.

Applicants pursuing research programmes, except for graduates of the Autonomous Universities in Singapore, are required to submit a good Graduate Record Examination (GRE) score. In lieu of GRE, applicants from India may use the Graduate Aptitude Test in Engineering (GATE) score of at least 90%.

### When to Apply

There are two intakes a year (January and August). Please note that not all programmes and specialisations are available for application for each intake.

For Coursework programmes, applications will open in April/May for admission in January in the following year and in November/December for admission in August the following year.

Research programmes have two intakes a year (January and August). Applications will open in May and October respectively for about two months before the cut-off date for submission of application for each intake in January and August.

For the EdD programme, application is open in April for admission in January the following year.

It is important for the applicant to check the NIE's website and other relevant media regularly to confirm if the programmes will be open for application at any particular intake.

### Fees

Our tuition fees are subject to revision every academic year. For more information on the current tuition fees, please visit [www.nie.edu.sg/gpl/fees](http://www.nie.edu.sg/gpl/fees).

### Further Queries

For more information, please visit [www.nie.edu.sg/gpl/ge](http://www.nie.edu.sg/gpl/ge) or e-mail us at [nieadmpp@nie.edu.sg](mailto:nieadmpp@nie.edu.sg) (for administrative enquiries related to admissions and application) and [gradstudies@nie.edu.sg](mailto:gradstudies@nie.edu.sg) (for administrative matters related to programme matters such as time-table, study plans).

# LEADERSHIP PROGRAMMES

Leadership learning is an integral part of the education system. The purpose of leadership learning is to develop school leaders' capacity to meet the challenges of a complex and dynamic education system. One of our flagship programmes, Leaders in Education Programme has won admiration from educators in many parts of the world. It is a huge resource investment on the part of Singapore, as the nation's leaders believe that high quality school leadership learning will enable its school leaders to lead schools to new levels of educational excellence.

Programme	Full-Time
Leaders in Education Programme	7 months
Management and Leadership in Schools Programme	17 weeks
Building Educational Bridges: Innovation for School Leaders	2 weeks



# BRIEF DESCRIPTIONS OF PROGRAMMES

## a. Leaders in Education Programme

*For* For selected education officers to prepare them for school leadership.

*Outline* The programme aims to develop school leaders who are values-based, purposeful, innovative and forward-looking, anchored on strong self and people leadership, curriculum and instructional as well as strategic management skills. Through the programme, school leaders gain a deeper appreciation of how principals can work effectively in an increasingly complex environment.

## b. Management and Leadership in Schools Programme

*For* Middle level leaders to hone curriculum leadership skills within and beyond their particular domains as well as to enhance their competency in leading teachers and supporting school principals in improving teaching and learning in school.

*Outline* The programme aims to create new knowledge in generative and collaborative learning and beyond single discipline/subject. It enhances capacity of the middle level leaders to lead teaching and learning through the creation of learning teams with the focus on continual improvement in the curriculum and to develop them to better support their principals in school reform.

## c. Building Educational Bridges: Innovation for School Leaders

*For* Selected school leaders to engage in issues relating to the countries' unique educational systems.

*Outline* The programme is jointly conducted at both NIE and various international institutions. It focuses on innovative and high performing education systems and offers experienced and successful school leaders the opportunity to explore key leadership issues in national and international contexts.



## APPLYING TO OUR LEADERSHIP PROGRAMMES

Our leadership programmes are mainly open to officers nominated by the Ministry of Education (MOE), Singapore. Non-MOE participants who wish to attend any of our leadership programmes may write in directly to us at [leadership.programmes@nie.edu.sg](mailto:leadership.programmes@nie.edu.sg).

### Further Queries

For more information, please visit [www.nie.edu.sg/gpl/](http://www.nie.edu.sg/gpl/) or e-mail us at [leadership.programmes@nie.edu.sg](mailto:leadership.programmes@nie.edu.sg).





# PROFESSIONAL DEVELOPMENT PROGRAMMES AND COURSES

We offer courses for professional development, some of which can be accredited into our Advanced Diploma programmes. Designed and developed in collaboration with the Ministry of Education, Singapore, these courses can be broadly categorised as follows:

- Pedagogical Skills
- Content Knowledge

Our range of Advanced Diploma and certification programmes are as follows:

- Advanced Diploma in Primary Art Education
- Advanced Diploma in Primary English Language Education
- Advanced Diploma in Primary Mathematics Education
- Advanced Diploma in Primary Music Education
- Advanced Diploma in Primary Science Education
- Advanced Diploma in Special Learning and Behavioural Needs
- Advanced Diploma in Teaching Early Primary School Years
- Advanced Diploma in Special Education
- Certificate in Differentiating Curriculum and Instruction for High Ability Learners
- Certificate in Educational Assessment
- Certificate in Educational Support
- Certificate in English Language Subject Content Knowledge for Teachers (Basic Level)
- Certificate in Special Needs Support
- Certificate in Teaching Physical Education in Special Education Schools
- Certificate in Teaching Students with Autism in Special Education Schools
- Certificate in Teaching Students with Hearing Loss
- Certificate in Teaching Students with Intellectual Disabilities in Special Education Schools
- Certification in ICT Leadership Programme



## BRIEF DESCRIPTIONS OF PROGRAMMES

### a. Advanced Diploma in Primary Art Education

*For* Primary Art teachers.

*Outline* It provides teachers with a framework of knowledge and skills in art; provides perspectives on the change and development of theories and trends in art and art education for teachers to reflect, re-examine and to draw inferences about their classroom practices; and enables teachers to develop competencies in the evaluation and planning of effective art curriculum and programme in their schools.

### b. Advanced Diploma in Primary English Language Education

*For* Primary English Language teachers.

*Outline* It provides teachers with a framework of knowledge and skills in teaching primary english language; provides perspectives on the change and development in the primary english language curriculum for teachers to reflect, re-examine and refine their classroom practices; and enables teachers to develop competencies in the design and practice of assessment and evaluation.

### c. Advanced Diploma in Primary Mathematics Education

*For* Primary Mathematics teachers.

*Outline* It provides teachers with a framework of knowledge and skills in the teaching of primary mathematics; provides perspectives on the change and development in primary mathematics curriculum for teachers to reflect, re-examine and refine their classroom practices; and enables teachers to develop competencies in the design and practice of assessment and evaluation.

### d. Advanced Diploma in Primary Music Education

*For* Primary Music teachers.

*Outline* It provides teachers with a framework of knowledge and skills in music; appraises music teachers of current thinking and practice in music and music education that will provide opportunities for teachers to reflect on and re-examine their classroom practices; and enables teachers to develop competencies in the evaluation and planning of effective music curricula and programmes in their own schools.

### e. Advanced Diploma in Primary Science Education

*For* Primary Science teachers.

*Outline* It provides a framework of knowledge and skills in the teaching of primary science; provides perspectives on the change and development in primary science curriculum for teachers to reflect, re-examine and refine their classroom practices; and enables teachers to develop competencies in the design and practice of assessment and evaluation.

### f. Advanced Diploma in Special Learning and Behavioural Needs

*For* Educators interested in special learning and behavioural needs.

*Outline* It provides a framework of knowledge and skills and inculcates attitudes which are important to the education of students with special needs; examines the range of factors that facilitate or hinder the learning of a student with special needs in mainstream schools; enables educators to develop competencies in assessing, planning, implementing, and evaluating programmes for students with special needs; and provides educators with basic knowledge and skills for supporting students with various types of disabilities.

### g. Advanced Diploma in Teaching Early Primary School Years

*For* Primary school teachers with three years of experience teaching lower primary levels.

*Outline* Closely coordinated with various MOE initiatives, this programme seeks to develop professional competence and expertise in teaching lower primary children. It will help teachers understand how children learn and develop; create a learning environment to keep children safe and support engaging activities that promote quality learning; develop effective and age-appropriate strategies to promote children's learning; understand goals, benefits and uses of systematic observations and varied forms of assessment to impact the development of children; understand strategies of family and community engagement to promote positive learning outcomes for children; deepen their understanding of how children's language skills and numeracy develop in the lower primary and to develop engaging teaching and learning activities to foster these skills; and to broaden their leadership potential and expand their professional confidence and impact as teacher leaders.



#### **h. Advanced Diploma in Special Education**

*For* Allied Educators and teachers from Special schools who hold the one year Diploma in Special Education programme.

*Outline* This programme will focus on enhancing the capacities, skills and practices of the Allied Educators (Learning and Behavioural Support) and Special School Teachers using a “reflective-practitioner” and “concerns-based” approach to develop appropriate classroom-based and school-level supports for pupils with special needs in either mainstream or special schools.

#### **i. Certificate in Differentiating Curriculum and Instruction for High Ability Learners**

*For* Educators working with high ability learners.

*Outline* This certificate programme seeks to provide teachers from independent schools as well as those working in various educational settings with further professional development opportunities to enhance their knowledge and skills in meeting the needs of learners who have been identified as high ability learners (HAL). Targeted at a wide range of educators, from those working in the early childhood sector to those in institutions of higher learning to facilitate and develop a continuum of educational support for HALs.

#### **j. Certificate in Educational Assessment**

*For* Educators with two years of teaching experience and are looking to enhance their assessment competencies.

*Outline* This certificate programme seeks to provide participants with a strong grounding in both the theories and methods of assessment in order that they can conceptualise and review assessment practices.

#### **k. Certificate in Educational Support**

*For* Educators with two years of teaching experience in the Normal Stream.

*Outline* The programme aims to deepen the professional knowledge and skills of participants in relation to supporting the specific socio-emotional needs of the low progress learners, and learning needs of the low progress learners.

#### **l. Certificate in English Language Subject Content Knowledge for Teachers (Basic Level)**

*For* Teachers with two years of teaching experience but no prior training in teaching English language.

*Outline* This certificate programme seeks to provide participants with an understanding of key concepts and theories within the fields of English Language Studies and English Language Teaching that will equip them to implement the MOE English Language syllabus more effectively.

#### **m. Certificate in Special Needs Support**

*For* Teachers with existing teaching qualifications.

*Outline* This professional development in-service training serves to provide mainstream teachers in the primary and secondary schools with more in-depth knowledge, skills and understanding of the special needs of diverse learners and foster the development of teachers’ education.

#### **n. Certificate in Teaching Physical Education in Special Education Schools**

*For* Educators teaching Physical Education in SPED Schools.

*Outline* The programme aims to provide participants with foundational content and pedagogical knowledge in teaching Physical Education (PE) and equip participants with practical skills for planning and delivering PE lessons.

#### **o. Certificate in Teaching Students with Autism in Special Education Schools**

*For* Teachers teaching students with autism.

*Outline* The programme will focus on enhancing the capacities, skills and practices of the teachers teaching students with autism. It provides knowledge of autism and the developmental trajectory of individuals with autism through their lifespan. Equipping teachers with the pedagogical knowledge and skills to teach students with autism.

#### **p. Certificate in Teaching Students with Hearing Loss**

*For* Education interpreters and teachers teaching students with hearing loss.

*Outline* The programme will allow teachers to have greater knowledge of the impact of hearing loss on learning and the approaches in supporting these students in the classroom. The landscape in the education for students with hearing loss has also changed with a new initiative of including students who use sign language in the mainstream schools.

#### **q. Certificate in Teaching Students with Intellectual Disabilities in Special Education Schools**

*For* Educators teaching students with Intellectual Disabilities.

*Outline* This programme aims to deepen participants’ knowledge of Intellectual Disabilities (ID) as well as the co-existence of ID with other types of disabilities with a positive disability perspective to professional practice. It equips participants with the pedagogical knowledge and skills in identifying and applying evidence-based practices to support students with ID. It develops participants’ knowledge and skills in the areas of assessment tools and intervention practices, as well as using data to develop, design and implement intervention plans for students with ID.

#### r. Certification in ICT Leadership Programme

**For** Educators with a year of teaching experience and looking to develop their competencies in leading, planning and designing technology-mediated learning.

**Outline** The programme aims to strengthen participants' theory-practice nexus in implementing and leading ICT initiatives in the educational context. It provides participants with a strong foundation in leadership approaches, theories and methods integrating educational technology to support conceptualisation, and review of E-pedagogy in technology-mediated educational contexts.

## APPLYING TO OUR PROFESSIONAL DEVELOPMENT PROGRAMMES AND COURSES

Our formal certification programmes are mainly open to participants from the Ministry of Education (MOE), Singapore. For MOE participants, you are advised to apply via OPAL or register directly with us (for courses with no OPAL codes).

Our short courses are open to MOE, Singapore, and members of the public. Some of our courses enjoy subsidises given by SkillsFuture Singapore (SSG). You are advised to visit our PLaCE website regularly for updates of our programmes and courses.

#### Further Queries

For more information, please visit [place.nie.edu.sg](http://place.nie.edu.sg) or e-mail us at [inervice@nie.edu.sg](mailto:inervice@nie.edu.sg).





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Disclaimer: Information is correct as at July 2021

