



An Institute of



MASTER OF ARTS
(EDUCATIONAL MANAGEMENT)

Program Manual

National Institute of Education
Nanyang Technological University

Introduction

This Manual is prepared for you as a student of the Master of Arts in Educational Management (MAEM) program. 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 program.

About the Academic Group

The **Policy, Curriculum and Leadership Academic Group** (PCL AG) operates the MAEM program. 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 organizational successes.

PCL sets high standards in designing and implementing both pre-service and in-service programs that incorporate its faculty members' most current research findings. This is to prepare educators and leaders to meet emerging challenges in education. Courses and programs of the Academic Group are specially designed for educational leaders to facilitate their development of knowledge and skills required to lead schools and organizations 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 Dr. Jude Chua
Head, Policy, Curriculum and Leadership Academic Group
National Institute of Education, Nanyang Technological University

Dr. Jude Chua is an Associate Professor and Head of Policy, Curriculum and Leadership AG, National Institute of Education, Nanyang Technological University, Singapore. Previously he was Assistant Dean for Higher Degrees by Research. He is a Fellow of the College of Teachers, London (FCollT) and a Fellow of the Royal Historical Society, London (FRHistS, 2006). He was President's Graduate Fellow at National University of Singapore, where he completed his doctorate and held a visiting graduate fellowship (2003) at the Centre for Philosophy of Religion at the University of Notre Dame, during which he worked with the distinguished natural law legal theorist, John Finnis. He was awarded the Novak Award by Acton Institute for outstanding new research in religion and economic liberty, and delivered the Calihan Lecture in 2003. He was a Visiting Scholar at the Institute for Business and Humanism of the University of Navarre, Pamplona, Spain, and has consulted for MOE, Singapore. He has also been a Visiting Research Scholar at Blackfriars Hall, University of Oxford, and a Visiting Academic and Visiting Research Associate at the Institute of Education, London. His current research interests are in professional ethics, semiotics, normative economics, design theory, natural law theory and philosophy of education. In 2018, he chaired the Asian Education Policy Summit. He is Editor of Asia Pacific Journal of Education, and associate editor for Journal of Markets and Morality.



Dr. WP Jonathan Goh is an Associate Professor 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 modeling and structural equation modeling), 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 organizational outcomes, and student learning and development.



Dr. Trivina Kang is Senior Lecturer in the Policy, Curriculum and Leadership Academic Group and Associate Dean, Professional and Leadership Development, at the Graduate Studies and Professional Learning Programme Office 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. Lana Khong Yiu Lan is Lecturer in the Policy, Curriculum and Leadership Academic Group. She has research and teaching interests in school, home and community partnerships, youth issues, teacher professional development, and leadership education. She is involved in teaching ‘The Social Context of Teaching & Learning’ core module in pre-service programs, Citizenship and Character Education, a Masters course in Academic Writing, supervises EdD and Masters students, as well as student teachers in Practicum and Teaching Assistantship stints at school. She is currently conducting research into school leadership for family and community engagement in Singapore schools, and parent and student attitudes and perceptions of private tuition.



Dr. Lim Lee Hean is Associate Professor in Policy, Curriculum and Leadership AG. She received a doctoral research scholarship to pursue her interests in the practice and theory of educational issues, leadership mentoring and management. She has been involved in post-graduate and in-service curriculum conceptualization, design and delivery of courses for professional development. Having served and led as a school-based practitioner and currently engaged in international studies for cross-cultural research, she has also published international refereed journal papers in the field of education. As an adult learning facilitator, she highlights the significance of co-creating learners’ focus on current learning to engender the future they genuinely desire within and beyond research.



Dr. David Ng Foo Seong is Associate Professor in Policy, Curriculum and Leadership AG. 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 dynamic 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 Assistant Dean, Higher Degrees 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 is on school leadership for teacher learning communities, comprising distributed leadership, teacher leadership, professional learning communities, teacher professional learning and action research.



Dr. Charlene Tan is Associate Professor at the National Institute of Education, Nanyang Technological University. A former school teacher in Singapore, she has taught for close to two decades in a variety of educational settings. Her teaching and research focus on the philosophical and cross-cultural dimensions of education, with particular interest in philosophy of education, education policy in Singapore and China, values education and critical thinking. She has published 12 books and over 100 journal articles and book chapters, including *Philosophical Reflections for Educators* (Cengage), *Engaging Films and Music Videos for Critical Thinking* (McGraw-Hill), *Educational Reform in Singapore* (Pearson), *Learning from Shanghai* (Springer) and *Educational Policy Borrowing in China* (Routledge).



Dr. Jason Tan Eng Thye is Associate Professor in Policy, Curriculum and Leadership AG, National Institute of Education. He co-edited *Going to School in East Asia* and edited *Education in Singapore: Taking Stock, Looking Forward*.



Dr. Wu 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 program evaluation. She is currently teaching 'Critical Inquiry' and 'Policies and Leadership in Early Childhood Education' in the Master of Arts (Educational Management) program.



Dr. Zhang Yenming is Senior Lecturer in the Policy, Curriculum and Leadership AG. He received his Doctorate of Education (1991) on higher education leadership and administration, and Master of Education (1988) from Harvard University; Master of Science in psychology and supervision in Connecticut State University (1987). He is the program leader of the Master of Arts in Educational Management (MAEM) program.

The courses he teaches include: Servant Leadership in Civil Service Systems, Perspectives in Educational Leadership, Teacher Professional Development and School Leadership, and Critical Inquiry. His research interests and publications are in the areas of “Eastern philosophies applied to leadership in modern organizations”; and “Chinese perspectives on leading change”. He has been a Research Fellow in Harvard Business School of Administration (1989-90) and Researcher in West Point Military Academy (1987-89) in military leadership.

Program Details

The Master of Arts in Educational Management (MAEM) program 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 program 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 program 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 organizations today. The topics covered include: research methods in education (quantitative and qualitative); organizational 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 organizational effectiveness; historical and philosophical foundations of theories of educational policy; key issues in education policy; and leadership in early childhood and primary education.

Our program is one of quality and excellence, with carefully designed learning materials, and lecturers who are experts in their respective fields. Unlike other programs available in Singapore, this program 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 privilege of studying and eventually graduating from one of the top universities in the field.

MAEM Program at NIE

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

Participants have the option of completing this program 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 program for full-time candidates; and a 2-year program for part-time candidates.
- (ii) There are fixed schedules for lectures from 6 pm to 9 pm on weekday evenings at NIE
- (iii) The core courses of Research Methods and Critical Inquiry are compulsory for candidates to take.

Program Structure

The program 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 program.

Students of the August 2018 intake and earlier intakes follow the program structure below.

Track	Coursework Track	Dissertation Track
Core	MEM831; MEM832; MMM800	MEM831 and MEM832 (No MMM800)
Electives	Seven courses (refer to the list below)	Six courses (refer to the list below)
Dissertation	No. Only work on MMM800 Critical Inquiry – a paper of 4,000 to 6,000 words in length.	Yes – Not exceeding 15,000 words in length.

MAEM Courses

Core

No	CODE	COURSE TITLE (3 Academic Units each)
1	MEM831	Quantitative Research Methods
2	MEM832	Qualitative Research Methods
3	MMM800	Critical Inquiry (for Coursework track only)

Electives

No	CODE	COURSE TITLE (3 Academic Units each)
4	MEM801	Organizational Learning and Development
5	MEM803	Assessment Quality and Standards
6	MEM804	Supervisory Leadership and Curriculum Design
7	MEM807	Principalship and Teacher Performance
8	MEM828	Contemporary Issues in School Marketing
9	MEM829	Mentoring for Professional Development and Leadership Succession
10	MEM835	Globalization, Educational Change and Pedagogical Reform
11	MEM837	Comparative Issues in Education
12	MEM838	Ethics and Leadership for Educators
13	MEM841	Contemporary Issues in Strategic Educational Management
14	MEM843	Philosophy of Education
15	MEM846	Servant Leadership in the Civil Service Systems
16	MEM848	Theory and Practice of Teachers' Professional Learning
17	MEM850	Interdisciplinary Thinking for Educational Leaders
18	MEM851	Key Issues in Education Policy
19	MEM854	Historical and Philosophical Foundations of Contemporary Theories in Educational Policy
20	MEM855	School Leadership for Family and Community Engagement in Singapore

Note:

All MAEM students may complete only one open elective from any other Masters' programs offered by NIE, in fulfillment of the elective requirement for MAEM.

The New Program Structure

Following NTU's new policy of the 4-Academic Unit (AU) system (a course duration of 52 hours), PCL AG operates the new MAEM program structure since January 2019 onwards, while existing students (August 2018 intake and earlier) continue to follow the structure (3-AU system) that they are enrolled in.

The new program structure also has the Coursework track and 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 program.

Students who were enrolled in January 2019 onwards follow the program structure below:

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 ($\pm 10\%$) words in length.	Yes – Not exceeding 15,000 words in length.

MAEM Courses (January 2019 onwards)

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

Electives

No	CODE	COURSE TITLE (4 AUs each)
3	MEM901	Organizational Learning and Development
4	MEM902	Assessment Quality and Standards
5	MEM903	Supervisory Leadership and Curriculum Design
6	MEM904	Principalship and Teacher Performance
7	MEM905	Contemporary Issues in School Marketing
8	MEM906	Contemporary Issues in Mentoring for Leaders and Practitioners
9	MEM907	Comparative Issues in Education
10	MEM908	Ethics and Leadership for Educators
11	MEM909	Contemporary Issues in Strategic Educational Management
12	MEM910	Philosophy of Education
13	MEM911	Servant Leadership
14	MEM912	Theory and Practice of Teachers' Professional Learning
15	MEM913	Interdisciplinary Thinking for Educational Leaders
16	MEM914	Key Issues in Education Policy
17	MEM915	Historical and Philosophical Foundations of Contemporary Theories in Educational Policy
18	MEM916	Teachers as Leaders for Learning
19	MEM917	Policies and Leadership in Early Childhood Education
20	MEM918	Globalisation, Educational Change and Pedagogical Reform

Note:

All MAEM students may complete only one open elective from any other Masters' programs offered by NIE, in fulfillment of the elective requirement for MAEM.

Enquiries

If you have enquiries and the information is not available on the website, please do 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 program such as courses and other academic issues, please contact the program leader:

Dr. Yenming Zhang

Program Leader

Academic Group of Policy, Curriculum and Leadership (PCL)

National Institute of Education

Nanyang Technological University

1 Nanyang Walk, Singapore 637616

Telephone: (65) 6219 6038

E-mail: yenming.zhang@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 recognized 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 program 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 3 AU's (39 hours). An AU is defined as 13 lecture hours or equivalent. The total AU value of the MAEM is 30 AUs, which consist of either 10 courses (30 AUs) or 8 courses (24 AUs) plus a dissertation (6 AUs).

In the new program structure starting in January 2019, all the courses are equivalent to 4 AUs (52 hours) except MEM932 Critical Inquiry (2 AUs). The total AU value of the new MAEM is still 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 programs, 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 program 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 program leader informed if you wish to take leave from your study, who can then advise you on how to complete the program after you return from the LOA.

(5) Extension of Candidature

In the event that you are unable to complete the program 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 program 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 Program

If you wish to withdraw from the program, you should write to the Office of Academic Administration and Services (OAAS) through the program 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 program, 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. For proper referencing techniques, please refer to the Writing Style in the proceeding section under the Coursework Track.

(8) Grading System

Since the Academic Year 2005-06, the **Grade Point Average (GPA)** system of grading has been adopted. The GPA system is applicable to all graduate candidates (coursework and dissertation) admitted to this program.

Term Grade Point Average (TGPA)

TGPA represents the grade point average of all courses attempted by a student in any term of study.

Cumulative Grade Point Average (CGPA)

CGPA represents the grade point average of all courses attempted 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 program. A minimum CGPA of 2.50 is attained at the completion of the program 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

MMM800 Critical Inquiry (3 AUs for Aug. 2018 & earlier intakes) MEM932 Critical Inquiry (2 AUs in the new structured program)

This capstone course of Critical Inquiry (CI) is strongly recommended to be taken during your last semester. It requires participants to identify an existing problem in the management area of an organization 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. The paper can be of any one of the following types:

- (i) Literature-supported research proposal
- (ii) Evidence-based research report

Note: For collecting data for CI work, students should apply for ethics clearance from the DAC, MOE or exemption from it.

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 program 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 organizations. Your supervisor will be

able to give you more details on how to organize your dissertation.

Most programs 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 programs 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-	<p><u>Content and Structure:</u> Assurance in handling ideas; establishes appropriate conceptual frameworks; leads to logical discussion and reasoned conclusions; applies them to personal and professional experience</p> <p><u>Analysis:</u> High standard of argument, interpretation and evaluation; with critical appraisal supported by carefully marshaled arguments</p> <p><u>Use of Sources:</u> 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</p> <p><u>Presentation:</u> All high standard in clarity, style and appearance; presents its arguments in a fluent, readable and scholarly way</p>
B+ B B-	<p><u>Content and Structure:</u> Identifies relevant topics and has an organized, logical structure that leads to reasoned conclusions, relating them to personal and professional experience</p> <p><u>Analysis:</u> Reasoned level of argument, with a reflective and personal perspective based on critical appraisal of issues</p> <p><u>Use of Sources:</u> Uses referencing system correctly; refers to a range and variety of sources additional to those specified as essential</p> <p><u>Presentation:</u> Fluent writing style demonstrates a clear communication of ideas; careful proof reading; work is visually attractive</p>
C+ C	<p><u>Content and Structure:</u> Successfully meets the criteria for content and structure</p> <p><u>Analysis:</u> Shows evidence of attention to argument, interpretation and evaluation, but critical appraisal and exploration of alternative interpretations may be less evident in evaluation</p> <p><u>Use of Sources:</u> Uses referencing system adequately; draws on a sufficient range and variety of sources to provide literature support appropriate to work at higher degree level</p> <p><u>Presentation:</u> 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</p>
D+ D	<p><u>Content and Structure:</u> Barely meets the criteria for content and structure</p> <p><u>Analysis:</u> Barely meets the criteria for argument, interpretations and evaluation</p> <p><u>Use of Sources:</u> Barely meets the criteria for range of sources, types of sources and accuracy of referencing system</p> <p><u>Presentation:</u> Barely meets the criteria for clarity, style and appearance</p>
F	Fails to meet all of the above criteria.

(2) Assessment of Dissertations

The dissertation, which forms the final phase of the program 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 Descriptions

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 analyzed, 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 organization which is critically affecting the effectiveness of the organizational 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 organizational 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 Organizational Learning and Development

This course explores some of the basic concepts that explain how organizations 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 analyze 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 organization levels; to explore alternatives to current paradigm of teaching and learning; and to develop a critical understanding of factors affecting organizational 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 analyzed 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 is 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 endeavor. 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 Principals 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 organizations 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 organizational 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 organization.

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 behavior, 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 organization. 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 analyze 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 organizational 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 programs 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.

Organizational 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 organizational 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 behavioral 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 organizations in public and private sectors alike, and to analyzing the factors attributive to current issues in the organizations 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 organization 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 analyze 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 concern 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 in this course 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:

1. Examine the policies, contemporary issues and developments in early childhood education in global and local contexts;
2. Identify theories and concepts of early childhood education and educational leadership models;
3. Examine the affordances and challenges of leadership practices in the delivery and provision of quality programmes; and
4. 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 are seek to respond to current and emergent conditions.

Aims and objectives

Participants will be able to:

1. Understand the notion and theories of globalisation;
2. Relate globalisation to educational change and pedagogical reform; and
3. Reflect on and apply what they have learnt of globalisation, educational change and pedagogical reform to their professional contexts.

THE END