

# **Postgraduate Diploma in Education (PGDE) (Physical Education)**

## **Programme Handbook**

**July 2025 Intake**

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

NTU Reg. No. 200604393R

June 2025

## ENQUIRIES

For enquiries on admission to initial teacher preparation (ITP) programmes offered by NIE, please visit:

<https://www.ntu.edu.sg/nie/admissions>

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

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

Because of the large number of candidates seeking admission, we regret that no telephone or personal enquiries will be entertained.

For information on the NIE programmes that MOE offers to its sponsored candidates, please refer to the MOE website:

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

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The information in this handbook is based on information available at the time of publication. The Institute reserves the right to make alterations without notice.

## General Information

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## Introduction

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The National Institute of Education offers a postgraduate teacher preparation programme leading to the award of the Postgraduate Diploma in Education (PGDE) of the Nanyang Technological University. The programme provides for specialisation in primary, secondary and junior college teaching. The July intake specialises in the teaching of Physical Education (PE). The December intake programmes offer specialisations in the rest of the subjects.

This PGDE programme is administered by the Office of Teacher Education & Undergraduate Programmes which is committed to nurturing tomorrow's educators.

### Aims of PGDE Programme

The PGDE programmes aim to develop university graduates into autonomous thinking teachers. The programme design is underpinned by NIE's philosophy of teacher education—as embodied in the Enhanced V<sup>3</sup>SK (Values<sup>3</sup>, Skills and Knowledge) Model—and NIE's graduand Competency Dimensions Framework.

Specifically, the programmes are designed to help student teachers understand and respect the teaching profession in the Singaporean educational context as they acquire

- the professional knowledge and understanding of learners, as well as of the teaching and learning processes;
- a broad range of pedagogical and other relevant skills to be effective educators; and
- the theoretical grounding and critical capacities to make pedagogical judgements and decisions in both the more immediate and the more distant future.

Graduands are expected to be

- passionate in their teaching;
- committed to the education of the whole child;
- guided by their professional ethos;
- creative in their pedagogies;
- reflective in their practice;
- civic-minded;
- global in outlook;

- resilient; and
- adaptable.

### **Duration of Programme**

The PGDE (PE) programme is of two academic years' duration. It leads to the award of the Postgraduate Diploma in Education with specialisation in Physical Education at the primary or secondary level.

Under normal circumstances, no candidate pursuing the PGDE (PE) programme will be permitted to take more than three years to complete the programme of study.

### **The Academic Unit System**

The Institute adopts the Academic Unit System. Academic Units (AUs) are used to measure academic workload per semester and per academic year. The academic year is currently divided into two semesters. Each programme consists of a number of courses, each carrying a certain number of AUs.

The Academic Unit provides a consistent measure of the student teacher's academic workload related to both class attendance and independent preparation. Used to weight courses taught for the duration of one semester, each AU typically represents a total of 13 hours of lesson activities.

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## Academic Calendar

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

### Academic Year 2025-2026

Programme	Dates of Orientation (O+) Teaching Weeks (TW) / Recess (R) / Vacation (V)	Dates of Revision / Examination / Compulsory Events	Dates of Practicum
PGDE (PE) Year 1 (Jul 2025 Intake)	<b>Semester 1</b> O+ : 28 Jul 2025 - 08 Aug 2025 TW : 11 Aug 2025 – 14 Nov 2025 R : 27 Sep 2025 – 05 Oct 2025 V : 15 Nov 2025 – 30 Nov 2025  <b>Semester 2</b>  TW : 01 Dec 2025 – 29 May 2026 R : 20 Dec 2025 – 04 Jan 2026 28 Feb 2026 – 08 Mar 2026 V : 30 May 2026 – 02 Aug 2026		NIL          29 Jun 2026 – 31 Jul 2026* (5 weeks of Teaching Practice 1 during the vacation before Year 2)
PGDE (PE) Year 2 (Jul 2024 Intake)	<b>Semester 1</b> TW : 04 Aug 2025 – 28 Nov 2025 R : 27 Sep 2025 – 05 Oct 2025 V : 29 Nov 2025 – 11 Jan 2026  <b>Semester 2</b> TW : 12 Jan 2026 – 22 May 2026 R : 14 Mar 2026 – 22 Mar 2026	17 Nov 2025 – 28 Nov 2025 (Teacher Preparation Enhancement Programme)  11 May 2026 - 22 May 2026 (Beginning Teachers' Orientation Programme)	NIL          23 Feb 2026 – 08 May 2026** (10 weeks of Teaching Practice 2)

+ Orientation

\* Practicum starts during vacation period

\*\* If NTU recess falls within the Practicum period, that programme will follow the school's one-week break

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## Applications

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### Application through the Ministry of Education

Interested applicants who wish to be considered for the Postgraduate Diploma in Education (Physical Education) programme under the Ministry of Education's sponsorship should apply for the programme at <https://www.moe.gov.sg/careers/become-teachers>. Those found suitable for teaching by the Ministry will first be deployed to schools for a teaching stint as untrained teachers. This stint enables the schools to confirm the candidates' suitability for teaching and candidates to affirm their interest in teaching.

Admission into NIE is at the Ministry's discretion, which will in part be determined by the school's recommendation and availability of courses at NIE. Candidates slated for admission into NIE will have to strictly abide by the Ministry's terms and conditions.

### Entry Requirements for the PGDE (PE) Programme

To be considered for admission, applicants should have at least a university degree.

Other special requirements include the following:

- An interest in Physical Education, a valid pass in the Physical Proficiency Test, and good CCA records to teach Physical Education.

Applicants may be required to sit for Entrance Proficiency Tests and other relevant tests.

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



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## **Examinations, Assessment of Coursework & Practicum**

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

Student teachers must successfully complete all the prescribed academic unit requirement as set out by the programme curriculum and earn a minimum Cumulative Grade Point Average (CGPA) of 2.00 at the end of the final semester of study before qualifying for the award of the Postgraduate Diploma in Education. Student teachers are not allowed to retake an examination in order to improve on the grades of courses they have passed. The grades for a course taken by any student teachers in all attempts are reflected on the official transcript. The Postgraduate diploma classification will be based on the CGPA student teachers obtain throughout their programme of study as well as performance in Practicum.

## Grade Point Average (GPA) System

The Grade Point Average (GPA) system is applicable to all student teachers admitted to Year 1.

- Grade and grade points are assigned as follows:

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

- The following non-letter grades abbreviations are also used, these will not be counted in the computation of the CGPA:

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

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

The computation of CGPA is as follows:

$$\frac{[\text{Grade Point} \times \text{AU for course 1}] + [\text{Grade Point} \times \text{AU for course 2}] + \dots}{[\text{Total AU attempted in all the semesters so far}]}$$

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

- 5 An 'F' grade obtained in a course, and a new grade attained for the subsequent repeat, will both be reflected on the transcript. Both grades will be counted in the computation of CGPA. No AU is earned for courses with an 'F' grade.
- 6 Student teachers are not allowed to repeat any courses taken except those with an 'F' grade.
- 7 **The requirements for graduation are as follows:**
  - a) Successful completion of the prescribed academic unit requirement as set out by the programme curriculum.
  - b) A minimum CGPA of 2.00 is required at the end of the final semester of study.
- 8 **The criteria for satisfactory academic standing in any given semester are:**
  - a) Maintaining a minimum CGPA of 2.00
- 9 **Student teachers with poor standing will be subjected to the following performance review:**
  - a) Academic Warning – if the CGPA falls below 2.00 for any given semester
  - b) Academic Probation – if the CGPA falls below 2.00 for the following semester
  - c) Academic Termination – if the CGPA falls below 2.00 for the 3<sup>rd</sup> consecutive semester, or at the end of the final semester of study. A letter of termination will be issued.
- 10 A minimum CGPA of 2.00 must be maintained at the end of each semester to qualify for the overloading of courses.
- 11 The cut-off for PGDE classification is as follows:

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

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

## **The Meranti Project**

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

The programme aims to help student teachers develop better self-awareness, learn better ideas of working with diversity in the classroom. Student teachers will learn strategies for coping with being a teacher and gain an affirmation of choosing teaching as a profession. Values and skills to be inculcated and developed are based on the MOE's 21st Century Competencies and Student Outcomes, NIE's Attributes of 21st Century Teaching Professional (V<sup>3</sup>SK model) and the Graduand Teacher Competencies.

## **Talks, Seminars, Workshops and Other Activities**

During the period of training, student teachers are expected to participate actively in talks, seminars, workshops and other activities organised for them. These activities form an integral part of their teacher education.

## **Academic Integrity**

The Institute advises all student teachers to respect all copyrighted works and encourages the purchase of original textbooks and/or other copyrighted materials that are required for their programme of study. Student teachers should not plagiarize or pass off as their own, the writing or ideas of another, without acknowledging or crediting the source from which the ideas are taken.

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

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

### **International School Experience**

The International School Experience (ISE) is a 2-week overseas attachment programme which allows student teachers the opportunity to explore and appreciate the educational systems of other countries. During the attachment, student teachers will share teaching and learning experiences while gaining networking opportunities with other educators from NIE's partner universities.

The ISE is a pass/fail attachment. To pass ISE, PGDE student teachers are required to complete weekly reflections, which will be assessed by the host universities. A successful completion of ISE will be reflected in the transcript.

There will be Online Exchange Fairs organized for PGDE student teachers in August where the application window for ISE will be announced. Details of these sessions will be emailed to PGDE student teachers in August.

The ISE is a self-funded overseas attachment. However, PGDE student teachers can claim from their Post Secondary Edusave Account (PSEA) after the attachment. Claimable items include air tickets, VISA application and accommodation.

Student teachers may email to [stdexchange@nie.edu.sg](mailto:stdexchange@nie.edu.sg) for enquiries.

## **Academic Structure of Programme**

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## Structure of PGDE (PE) Programme

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Core Courses: Compulsory courses that must be passed to fulfil programme requirements;

### Contents of Programme

The PGDE (PE) programme comprises six main components of study:

- a) Education Studies (ES)
- b) Curriculum Studies (CS)
- c) Academic Subject (AS)
- d) Subject Knowledge (SK)
- e) Practicum
- f) Language Enhancement and Academic Discourse Skills (LEADS)

### Education Studies

Student teachers will learn the key concepts and principles of education that are necessary for effective teaching and reflective practice in schools. They will also have the opportunity for in-depth study of some significant aspects of education.

### Curriculum Studies

Student teachers will specialise in teaching at the primary or secondary school level. These are designed to give student teachers the pedagogical competencies in teaching specific subjects in Singapore schools.

#### PGDE (PE) (Primary)

PGDE (Primary) Physical Education programme specializes in the **Teaching of Physical Education** at the primary level. Student teachers will take Curriculum Studies in Physical Education as their CS throughout the two-year programme.

#### PGDE (PE) (Secondary)

PGDE (Secondary) Physical Education programme specializes in the **Teaching of Physical Education** at the secondary level. Student teachers will take Curriculum Studies in Physical Education as their CS throughout the two-year programme.

## **Academic Subject**

This area of study covers knowledge of the content and fundamental concepts and principles of the subject. Student teachers in the PGDE (PE) Programme will study one Academic Subject – Physical Education.

## **Subject Knowledge**

Student teachers in **PGDE (PE) (Primary)** and **PGDE (PE) (Secondary)** are required to take subject knowledge courses according to their Curriculum Studies areas. These courses help to strengthen the respective subject-content knowledge for primary school teaching.

## **Practicum**

Teaching practicum enables student teachers to put theory into practice. It prepares student teachers for the realities of teaching in schools.

## **Language Enhancement & Academic Discourse Skills (LEADS)**

This component is aimed at helping student teachers improve their use of oral and written language in teaching.



**PGDE (PE) Programme  
Teaching at Primary Level**

## Curriculum Structure

The curriculum structure for the PGDE (PE) (Primary) programme is shown in Table 1 below.

**Table 1: Curriculum Structure of the PGDE PE (Primary) Programme**

### Year 1

Category/ Subject	Course Code	Course Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	QED50A	Educational Psychology: Theories and Applications for Learning and Teaching	2
	QED50B	Pedagogical Practices	0
	QED50E	Singapore Kaleidoscope	2
	QED50K	Teaching and Managing Learners at the Primary Level	2
	QED50N	Assessing Learning and Performance	1
	QED50P	Group Endeavours in Service Learning	0
	QED50U	Character and Citizenship Education in the Singapore Context	0
	QED50X	Professional Practice and Inquiry	0
<b>CURRICULUM STUDIES</b>			
Physical Education	QPC50A	Principles of Games	2
	QPC50B	Instructional Methods in Physical Education	3
	QPC50E	Fundamental Movement Skills	3
	QPC50N	Teaching of Outdoor Education (Primary)	2
<b>ACADEMIC SUBJECTS</b>			
Physical Education	QPA50B	Growth & Motor Development	2
	QPA50C	Anatomical & Biomechanical Foundations of Physical Activity	3
	QPA50D	Physiology of Exercise	2
	QPA50E	Inclusive Physical Activity and Sport	2
	QPA50G	Theory and Practice of Basketball	2
	QPA50H	Theory and Practice of Football	2
	QPA50J	Theory and Practice of Volleyball	2
	QPA50K	Theory and Practice of Badminton	2
	QPA50L	Sports Injury Prevention and Management in PE and Youth Sport	1
<b>SUBJECT KNOWLEDGE</b>			
Physical Education	QPS50A	Curriculum Gymnastics	2
	QPS50B	Dance	2
<b>PRACTICUM</b>			
	QPR502	Teaching Practice 1	5
<b>LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS</b>			
	QLK50H	Practical Pronunciation for Teachers	1
<b>Year 1 Academic Units</b>			<b>45</b>

## Year 2

Category/ Subject	Course Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	QED50B	Pedagogical Practices	4
	QED50C	Teacher-Student Relationship	1
	QED50G	Technologies for Meaningful Learning	2
	QED50P	Group Endeavours in Service Learning	1
	QED50Q	Effective Parent Engagement for Teachers	1
	QED50U	Character and Citizenship Education in the Singapore Context	2
	QED50X	Professional Practice and Inquiry	1
<b>CURRICULUM STUDIES</b>			
Physical Education	QPC60J	Teaching of Holistic Health and Physical Fitness	2
	QPC60K	Instructional Strategies in Physical Education	3
<b>ACADEMIC SUBJECTS</b>			
Physical Education	QPA60A	Foundations of Psychology & Motor Learning in Physical Activity	3
	QPA60B	Theory and Practice of Softball	2
	QPA60C	Theory and Practice of Floorball	2
<b>SUBJECT KNOWLEDGE</b>			
Physical Education	QPS60A	Track and Field	2
<b>PRACTICUM</b>			
	QPR602	Teaching Practice 2	10
<b>LANGUAGE ENHANCEMENT AND ACADEMIC DISCOURSE SKILLS</b>			
	QLK50D	Communication Skills for Teachers (Primary)	2
<b>Year 2 Academic Units</b>			<b>38</b>
<b>Total Academic Units</b>			<b>83</b>

## Contents of Core Courses

### Education Studies

Year	Course Code	Course Title	Course Category	Semester Offered	No. of AUs	Pre-requisites
1	QED50A	Educational Psychology: Theories and Applications for Learning and Teaching	Core	January	2	-
	QED50B	Pedagogical Practices	Core	January	0	-
	QED50E	Singapore Kaleidoscope	Core	January	2	-
	QED50K	Teaching and Managing Learners at the Primary Level	Core	January	2	-
	QED50N	Assessing Learning and Performance	Core	January	1	-
	QED50P	Group Endeavours in Service Learning	Core	January	0	-
	QED50U	Character and Citizenship Education in the Singapore Context	Core	January	0	-
	QED50X	Professional Practice and Inquiry	Core	January	0	-
2	QED50B	Pedagogical Practices	Core	July	4	-
	QED50C	Teacher-Student Relationship	Core	July	1	-
	QED50G	Technologies for Meaningful Learning	Core	July	2	-
	QED50P	Group Endeavours in Service Learning	Core	July	1	-
	QED50Q	Effective Parent Engagement for Teachers	Core	July	1	-
	QED50U	Character and Citizenship Education in the Singapore Context	Core	July	2	-
	QED50X	Professional Practice and Inquiry	Core	July & January	1	-

### QED50A Educational Psychology: Theories and Applications for Learning and Teaching

This course provides the foundation for understanding the 21st century learners, learner development, and the psychology of learning and motivation. The ways in which these aspects influence the processes of learning will be considered, and proactive approaches to enhancing student motivation, learning, and thinking explored. Theories with a focus on students' psychosocial and cognitive development will be introduced and their implications for classroom-practice considered. The course will explore how students learn and the challenges they face in the process. Students' intellectual, social, emotional, personal and moral development will be considered. Student teachers will synthesize and consolidate the key concepts learnt to establish explicit theory-practice links and analyse issues in authentic classroom scenarios. This enables the student teachers to leverage on the acquired theoretical-knowledge in order to make theory-based decisions for enhancing teaching and the design of learning experiences.

## **QED50B Pedagogical Practices**

This course introduces the Singapore Teaching Practice (STP) that makes explicit how effective teaching and learning is achieved in Singapore schools. Student teachers will explore the four teaching processes; specifically looking at lesson preparation, lesson enactment, assessment and feedback, and positive classroom culture. This serves to help the student teachers enhance their teaching competencies to facilitate effective student learning. The course provides opportunities for student teachers to consolidate and explicitly link theory to practice during Teaching Practice in school.

## **QED50C Teacher-Student Relationship**

This course is designed for pre-service teachers to provide a foundation for the understanding of teacher-student relationship (TSR). The course will build on the psychosocial, emotional, moral and motivational theories learned in the core course 'Educational Psychology: Theories and Applications for Learning and Teaching' to foster positive TSR in the classroom. In the context of enhancing TSR, the role of teachers and essential characteristics of a caring teacher will be explored. The course will also provide avenues for student teachers to understand and assess student problems, and to apply basic skills and strategies to foster and enhance TSR.

## **QED50E Singapore Kaleidoscope**

Singapore is a nation rich in its natural and cultural heritage, with a diverse, well-educated population ready to meet the challenges of living in the 21st society. This course will draw on the diverse perspectives of people living in Singapore to examine Singapore's natural landscapes, society, culture and heritage, as well as Singapore's geo-political landscape and future prospects. In the course, student teachers will engage with different perspectives, experience Singapore through a range of lenses, and explore the critical challenges, issues, and perspectives necessary to understand Singapore in the 21st century.

Learning objectives will focus on three main course components:

- Singapore's Sustainability Efforts: Focus on Singapore's natural landscapes, bio-diversity and efforts in sustainable development
- Singapore Society, Culture and Heritage: Focus on Singapore society, and its historical and cultural heritage;
- Singapore and the World: Focus on Singapore's geo-political landscape.

Through a range of inquiry-based options, student teachers will have opportunities to develop appreciation and understanding of challenges, issues, and perspectives central to these three areas of study.

## **QED50G Technologies for Meaningful Learning**

This course develops student teachers' capacity to design ICT-enhanced lessons in which technology is meaningfully integrated to promote 21st-century quality learning. They will learn how to tap the various affordances of technology to achieve set curricular goals and promote 21st-century quality learning. During this course, they will examine critical issues related to designing ICT-enhanced lessons, such as using technology to foster authentic learning experiences, promote self-directed and collaborative learning, and support instructional strategies for disciplinary ways of knowing. They will also learn how to consider various cyber wellness issues to promote the responsible use of technology. Student teachers will learn how to integrate their content, pedagogical and technological knowledge to design meaningful and quality ICT-enhanced teaching and learning experiences.

## **QED50K Teaching and Managing Learners at the Primary Level**

Mainstream primary schools in Singapore attend to students of diverse backgrounds, needs, and abilities across their different stages of development, underscoring the need for effective classroom management to support meaningful learning in the classroom. This requires application of relevant classroom management approaches and practices to understand and guide students' behaviour, foster their active engagement in learning, and promote their social and emotional growth. This course aims to equip student teachers with knowledge and skills in managing learning and behaviour of students in order to establish a safe, supportive and productive classroom environment. Emphasis will be placed on the theory-practice link to strengthen competencies of student teachers with respect to classroom management challenges. Student teachers will also reflect critically on how they can appropriate for themselves, key guiding principles and classroom management strategies which they can adapt for their own practices in working with diverse learners in our local primary context.

## **QED50N Assessing Learning and Performance**

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

### **QED50P Group Endeavours in Service Learning**

Group Endeavours in Service Learning (GESL) is a service-learning community engagement project which is mandatory for all student teachers. Student teachers work in groups of about 18 on a service-learning project that they craft together in partnership with an/several organization(s). GESL provides the opportunity for groups to broaden their knowledge and understanding of the community needs and challenges. GESL also seeks to empower student teachers through a hands-on approach of organizing service-learning projects that meet identified community needs and their learning objectives. Service and learning objectives are determined before the group commence on their project. Each group has a staff mentor who mentors, guides, and eventually assesses the group on their project. It is hoped that through the experience of conducting a service-learning project, each student teacher would develop social-emotional learning competencies, project management skills, teamwork, needs analysis, decision-making, and empathy towards the communities they serve.

### **QED50Q Effective Parent Engagement for Teachers**

This course will help student teachers to appreciate and understand the importance of creating partnerships with parents in order to enhance child outcomes in the long run. Student teachers will examine the diversity of family structures and parenting styles and how these may impact upon student attitudes and learning. Through seminar style classes, student teachers learn to acquire practical strategies to effectively manage home-school relationships in their role as teachers as well as to learn effective communication strategies that can build rapport and promote empathy between teacher, parent and child.

### **QED50U Character and Citizenship Education in the Singapore Context**

The purpose of education in Singapore is clearly tied to the goals of Character and Citizenship Education (CCE) and teachers' involvement in CCE is integral to our mission to nurture every student holistically. This course seeks to give you an appreciation of why CCE is central to education, what CCE means and includes, and how CCE can be enacted. Specifically, the course will challenge you to understand the importance of CCE and your role in supporting CCE. It does these by attending to the social context of education in Singapore. Importantly, you will also acquire and apply strategies to support your students' learning in CCE. Upon completion of this course, you should have the relevant teacher competencies to enact CCE in the schools.

## **QED50X Professional Practice and Inquiry**

This course provides the foundation for students to understand the process of integrating and aggregating their learning, be reflective and establish the theory-practice connection to their practice. In particular, this course will provide avenues for students to (i) explore and reflect on their professional beliefs, (ii) understand the process of inquiring into their practice and (iii) articulate their growing understanding of what constitutes a 21st century professional pivoted on NIE's value-based V<sup>3</sup>SK Framework.

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



## Curriculum Studies

### The Teaching of Physical Education

Year	Course Code	Course Title	Course Category	Semester Offered	No. of AUs	Pre-requisite
1	QPC50A	Principles of Games	Core	July	2	-
	QPC50B	Instructional Methods in Physical Education	Core	January	3	-
	QPC50E	Fundamental Movement Skills	Core	July	3	-
	QPC50N	Teaching of Outdoor Education	Core	January	2	-
2	QPC60J	Teaching of Holistic Health and Physical Fitness	Core	January	2	-
	QPC60K	Instructional Strategies in Physical Education	Core	July	3	-

#### QPC50A Principles of Games

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

#### QPC50B Instructional Methods in Physical Education

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

#### QPC50E Fundamental Movement Skills

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

It provides an overview of the role of fundamental movement within the Singapore's school physical education curriculum, focusing on developing fundamental movement skill proficiencies at the lower primary, application in

modified games in the upper primary, and relationship to the variety of specialised sports skills at the secondary levels. Specifically, this course will address the various manipulative, locomotor and non-locomotor skills applied within a movement framework that helps define the qualitative and quantitative aspects of human movement.

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

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

### **QPC50N Teaching of Outdoor Education**

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

### **QPC60J Teaching of Holistic Health and Physical Fitness**

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

### **QPC60K Instructional Strategies in Physical Education**

The aim of this course is to enable you to plan and enact physical education lessons using the “tactical games” (TG) instructional model. Guided by the

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

## Academic Subjects

### Physical Education

Year	Course Code	Course Title	Course Category	Semester Offered	No. of AUs	Pre-requisites
1	QPA50B	Growth & Motor Development	Core	July	2	-
	QPA50C	Anatomical & Biomechanical Foundations of Physical Activity	Core	July	3	-
	QPA50D	Physiology of Exercise	Core	January	2	-
	QPA50E	Inclusive Physical Activity and Sport	Core	July	2	-
	QPA50G	Theory and Practice of Basketball	Core	July	2	-
	QPA50H	Theory and Practice of Football	Core	January	2	-
	QPA50J	Theory and Practice of Volleyball	Core	January	2	-
	QPA50K	Theory and Practice of Badminton	Core	July	2	-
2	QPA50L	Sports Injury Prevention and Management in PE and Youth Sport	Core	July	1	-
	QPA60A	Foundations of Psychology & Motor Learning in Physical Activity	Core	July	3	QPA50B
	QPA60B	Theory and Practice of Softball	Core	July	2	-
	QPA60C	Theory and Practice of Floorball	Core	January	2	-

#### QPA50B Growth & Motor Development

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

#### QPA50C Anatomical & Biomechanical Foundations of Physical Activity

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

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

#### QPA50D Physiology of Exercise

The aim of this lecture- and laboratory-based foundation course is to equip you in Physical Education (PE) with an understanding of fundamental human and

exercise physiology. This will enable you to design safe and effective lessons or training for 1) students during PE lessons and 2) student athletes gearing for sports performance.

### **QPA50E Inclusive Physical Activity and Sport**

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

### **QPA50G Theory and Practice of Basketball**

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

### **QPA50H Theory and Practice of Football**

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

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

Relevant Sports Science knowledge behind effective skills and tactics, various

game-specific assessment tools of skills and game performance as well as the use of information technology (IT) will also be introduced.

### **QPA50J Theory and Practice of Volleyball**

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

### **QPA50K Theory and Practice of Badminton**

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

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

### **QPA50L Sports Injury Prevention and Management in PE and Youth Sport**

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

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

types, distribution and patterns of injuries, and various strategies for enhancing safety and preventing injuries during PE and youth sport.

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

### **QPA60A Foundations of Psychology & Motor Learning in Physical Activity**

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

### **QPA60B Theory and Practice of Softball**

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

### **QPA60C Foundations of Psychology & Motor Learning in Physical Activity**

The aim of this course is to introduce you to the key elements involved in playing the game of floorball at the primary / secondary level. Through a series of modified games, you will be able to deepen your understanding of the various game concepts in territorial invasion games. Sport science knowledge will be enlisted to facilitate the learning of technical skills and game play. Video clips

will be used to provide you with hands-on opportunities to analyse skill and/or game performance using appropriate tools. Game-specific assessment tools will also be introduced in this course.



## Subject Knowledge

Year	Course Code	Course Title	Course Category	Semester Offered	No. of AUs	Pre-requisites
1	QPS50A	Curriculum Gymnastics	Core	January	2	-
	QPS50B	Dance	Core	July	2	-
2	QPS60A	Track and Field	Core	July	2	-

### QPS50A Curriculum Gymnastics

Gymnastics is one of the learning areas in the Physical Education Teaching and Learning Syllabus 2016. This course provides you with an understanding of the critical movement skills and concepts of teaching gymnastics in primary school. It will introduce curriculum gymnastics through a developmental approach that allows participants to explore movement themes largely on floor activities, gradually progressing from simple to complex apparatus designs. More advanced floor and apparatus skills will also be taught with a focus on progression as well as safety.

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

### QPS50B Dance

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

### QPS60A Track and Field

This course is designed to impart the necessary skills and knowledge for teaching Athletics (track and field events) to youths in a primary / secondary school setting. You will be introduced to developmentally appropriate teaching approaches. Relevant sport science knowledge, assessment tools, and the use of information technology will be incorporated.

## Practicum

Year	Course Code	Course Title	Course Category	Semester Offered	No. of AUs	Pre-requisites
1	QPR502	Teaching Practice 1	Core	January	5	-
2	QPR602	Teaching Practice 2	Core	January	10	QPR502

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

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

### QPR502 Teaching Practice 1

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

### QPR602 Teaching Practice 2

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

## Language Enhancement and Academic Discourse Skills

Year	Course Code	Course Title	Course Category	Semester Offered	No. of AUs	Pre-requisites
1	QLK50H	Practical Pronunciation for Teachers	Core	January	1	-
2	QLK50D	Communication Skills for Teachers (Primary)	Core	July	2	-

### QLK50H Practical Pronunciation for Teachers

The course emphasizes the importance of all English-medium teachers providing good models of spoken English. You will identify and compare the significant pronunciation features of the English language varieties spoken in Singapore, develop the ability to differentiate between them, and learn about effective oral communication in the classroom. You will be made aware of how a teacher's pronunciation may impact the delivery disciplinary content and will be introduced to a range of resources that will help you investigate language items specific to your own disciplines, such as the use of dictionaries to check the pronunciation of vocabulary related to their subject areas. With greater understanding of language related issues, you will be in a better position to help students develop their spoken competence and encourage them to see the importance of effective speaking for oral discussions and/or presentations in their content areas.

### QLK50D Communication Skills for Teachers (Primary)

This is a practical course designed to provide student teachers with the oral and written skills necessary for effective communication as teachers in the classroom and in their professional interaction with colleagues, parents and the general public. The student teachers become more aware of the importance of considering the purpose, audience and context in communicating effectively to promote student learning. The course provides opportunities for hands-on practice of target skills in authentic school-based situations. As part of the learning process, student teachers have opportunities to practise good pronunciation, understand effective voice production and reflect on and self-assess their application of the knowledge and skills that they acquire during the course.

**PGDE (PE) Programme  
Teaching at Secondary Level**

## Curriculum Structure

The curriculum structure for the PGDE (PE) (Secondary) programme is shown in Table 2 below:

**Table 2: Curriculum Structure of the PGDE (PE) (Secondary) Programme**

### Year 1

Category/ Subject	Course Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	QED52A	Educational Psychology: Theories and Applications for Learning and Teaching	2
	QED52B	Pedagogical Practices	0
	QED52E	Singapore Kaleidoscope	2
	QED52K	Teaching and Managing Learners at the Secondary/Junior College Level	2
	QED52N	Assessing Learning and Performance	1
	QED52P	Group Endeavours in Service Learning	0
	QED52U	Character and Citizenship Education in the Singapore Context	0
	QED52X	Professional Practice and Inquiry	0
<b>CURRICULUM STUDIES</b>			
Physical Education	QPC52A	Principles of Games	2
	QPC52B	Instructional Methods in Physical Education	3
	QPC52E	Fundamental Movement Skills	3
	QPC52N	Teaching of Outdoor Education (Secondary)	2
<b>ACADEMIC SUBJECTS</b>			
Physical Education	QPA52B	Growth and Motor Development	2
	QPA52C	Anatomical and Biomechanical Foundations of Physical Activity	3
	QPA52D	Physiology of Exercise	2
	QPA52E	Inclusive Physical Activity and Sport	2
	QPA52L	Sports Injury Prevention and Management in PE and Youth Sport	1
	QPA52K	Theory and Practice of Badminton	2
	QPA52G	Theory and Practice of Basketball	2
	QPA52H	Theory and Practice of Football	2
	QPA52J	Theory and Practice of Volleyball	2
<b>SUBJECT KNOWLEDGE</b>			
Physical Education	QPS52A	Curriculum Gymnastics	2
	QPS52B	Dance	2
<b>PRACTICUM</b>			
	QPR522	Teaching Practice 1	5
<b>LANGUAGE ENHANCEMENT AND DISCOURSE SKILLS</b>			
	QLK52H	Practical Pronunciation for Teachers	1
<b>Year 1 Academic Units</b>			<b>45</b>

## Year 2

Category/ Subject	Course Code	Title	No. of AUs
<b>EDUCATION STUDIES</b>			
	QED52B	Pedagogical Practices	4
	QED52C	Teaching-Student Relationship	1
	QED52G	Technologies for Meaningful Learning	2
	QED52P	Group Endeavours in Service Learning	1
	QED52Q	Effective Parent Engagement for Teachers	1
	QED52U	Character and Citizenship Education in the Singapore Context	2
	QED52X	Professional Practice and Inquiry	1
<b>CURRICULUM STUDIES</b>			
Physical Education	QPC60J	Teaching of Holistic Health and Physical Fitness	2
	QPC60K	Instructional Strategies in Physical Education	3
<b>ACADEMIC SUBJECTS</b>			
Physical Education	QPA62A	Foundations of Psychology and Motor Learning in Physical Activity	3
	QPA62B	Theory and Practice of Softball	2
	QPA62C	Theory and Practice of Floorball	2
<b>SUBJECT KNOWLEDGE</b>			
Physical Education	QPS62A	Track and Field	2
<b>PRACTICUM</b>			
	QPR622	Teaching Practice 2	10
<b>LANGUAGE ENHANCEMENT AND DISCOURSE SKILLS</b>			
	QLK52D	Communication Skills for Teachers (Secondary/Junior College)	2
<b>Year 2 Academic Units</b>			<b>38</b>
<b>Total Academic Units</b>			<b>83</b>

## Contents of Core Courses

### Education Studies

Year	Course Code	Course Title	Course Category	Semester Offered	No. of AUs	Pre-requisites
1	QED52A	Educational Psychology: Theories and Applications for Learning and Teaching	Core	January	2	-
	QED52B	Pedagogical Practices	Core	January	4	-
	QED52E	Singapore Kaleidoscope	Core	January	2	-
	QED52K	Teaching and Managing Learners at the Secondary/ Junior College Level	Core	January	2	-
	QED52N	Assessing Learning and Performance	Core	January	1	-
	QED52P	Group Endeavours in Service Learning	Core	January	1	-
	QED52U	Character and Citizenship Education in the Singapore Context	Core	January	2	-
	QED52X	Professional Practice and Inquiry	Core	January	1	-
2	QED52B	Pedagogical Practices	Core	July	4	-
	QED52C	Teacher-Student Relationship	Core	July	1	-
	QED52G	Technologies for Meaningful Learning	Core	July	2	-
	QED52P	Group Endeavours in Service Learning	Core	July	1	-
	QED52Q	Effective Parent Engagement for Teachers	Core	July	1	-
	QED52U	Character and Citizenship Education in the Singapore Context	Core	July	2	-
	QED52X	Professional Practice and Inquiry	Core	July & January	1	-

### QED52A Educational Psychology: Theories and Applications for Learning and Teaching

This course provides the foundation for understanding the 21st century learners, learner development, and the psychology of learning and motivation. The ways in which these aspects influence the processes of learning will be considered, and proactive approaches to enhancing student motivation, learning, and thinking explored. Theories with a focus on students' psychosocial and cognitive development will be introduced and their implications for classroom-practice considered. In particular, the course will explore how students learn and the challenges they face in the process. Students' intellectual, social, emotional, personal and moral development will be considered. Student teachers will synthesize and consolidate the key concepts learnt to establish

explicit theory-practice links and analyse issues in authentic classroom scenarios. This enables the student teachers to leverage on the acquired theoretical-knowledge in order to make theory-based decisions for enhancing teaching and the design of learning experiences.

### **QED52B Pedagogical Practices**

This course introduces the Singapore Teaching Practice (STP) that makes explicit how effective teaching and learning is achieved in Singapore schools. Student teachers will explore the four teaching processes; specifically looking at lesson preparation, lesson enactment, assessment and feedback, and positive classroom culture. This serves to help the student teachers enhance their teaching competencies to facilitate effective student learning. The course provides opportunities for student teachers to consolidate and explicitly link theory to practice during Teaching Practice in school.

### **QED52C Teacher-Student Relationship**

This course is designed for pre-service teachers to provide a foundation for the understanding of teacher-student relationship (TSR). The course will build on the psychosocial, emotional, moral and motivational theories learned in the core course 'Educational Psychology: Theories and Applications for Learning and Teaching' to foster positive TSR in the classroom. In the context of enhancing TSR, the role of teachers and essential characteristics of a caring teacher will be explored. The course will also provide avenues for student teachers to understand and assess student problems, and to apply basic skills and strategies to foster and enhance TSR.

### **QED52E Singapore Kaleidoscope**

Singapore is a nation rich in its natural and cultural heritage, with a diverse, well-educated population ready to meet the challenges of living in the 21st society. This course will draw on the diverse perspectives of people living in Singapore to examine Singapore's natural landscapes, society, culture and heritage, as well as Singapore's geo-political landscape and future prospects. In the course, student teachers will engage with different perspectives, experience Singapore through a range of lenses, and explore the critical challenges, issues, and perspectives necessary to understand Singapore in the 21st century.

Learning objectives will focus on three main course components:

- Singapore's Sustainability Efforts: Focus on Singapore's natural landscapes, bio-diversity and efforts in sustainable development
- Singapore Society &, Culture and Heritage: Focus on Singapore society, and its historical and cultural heritage



- Singapore and the World: Focus on Singapore's geo-political landscape.

Through a range of inquiry-based options, student teachers will have opportunities to develop appreciation and understanding of challenges, issues, and perspectives central to these three areas of study.

### **QED52G Technologies for Meaningful Learning**

This course develops student teachers' capacity to design ICT-enhanced lessons in which technology is meaningfully integrated to promote 21st-century quality learning. They will learn how to tap the various affordances of technology to achieve set curricular goals and promote 21st-century quality learning. During this course, they will examine critical issues related to designing ICT-enhanced lessons, such as using technology to foster authentic learning experiences, promote self-directed and collaborative learning, and support instructional strategies for disciplinary ways of knowing. They will also learn how to consider various cyber wellness issues to promote the responsible use of technology. Student teachers will learn how to integrate their content, pedagogical and technological knowledge to design meaningful and quality ICT-enhanced teaching and learning experiences.

### **QED52K Teaching and Managing Learners at the Secondary/ Junior College Level**

Teachers require relevant classroom management strategies and skills to accommodate the diverse learning needs of their students effectively. This course will help student teachers develop the necessary knowledge, skills and attitudes required to manage the diverse learners in their classrooms. It will help them develop their teacher identity, authority base and equip them with proactive and remedial strategies to manage a wide range of classroom situations. They learn how to apply these strategies to create conducive learning environments for their students.

### **QED52N Assessing Learning and Performance**

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

### **QED52P Group Endeavours in Service Learning (GESL)**

Group Endeavours in Service Learning (GESL) is a service-learning community engagement project which is mandatory for all student teachers. Student teachers work in groups of about 18 on a service-learning project that they craft together in partnership with an/several organization(s). GESL provides the opportunity for groups to broaden their knowledge and understanding of the community needs and challenges. GESL also seeks to empower student teachers through a hands-on approach of organizing service-learning projects that meet identified community needs and their learning objectives. Service and learning objectives are determined before the group commence on their project. Each group has a staff mentor who mentors, guides, and eventually assesses the group on their project. It is hoped that through the experience of conducting a service-learning project, each student teacher would develop social-emotional learning competencies, project management skills, teamwork, needs analysis, decision-making, and empathy towards the communities they serve.

### **QED52Q Effective Parent Engagement for Teachers**

This course will help student teachers to appreciate and understand the importance of creating partnerships with parents in order to enhance child outcomes in the long run. Student teachers will examine the diversity of family structures and parenting styles and how these may impact upon student attitudes and learning. Through seminar style classes, student teachers learn to acquire practical strategies to effectively manage home-school relationships in their role as teachers as well as to learn effective communication strategies that can build rapport and promote empathy between teacher, parent and child.

### **QED52U Character and Citizenship Education in the Singapore Context**

The purpose of education in Singapore is clearly tied to the goals of Character and Citizenship Education (CCE) and teachers' involvement in CCE is integral to our mission to nurture every student holistically. This course seeks to give you an appreciation of why CCE is central to education, what CCE means and includes, and how CCE can be enacted. Specifically, the course will challenge you to understand the importance of CCE and your role in supporting CCE. It does these by attending to the social context of education in Singapore. Importantly, you will also acquire and apply strategies to support your students' learning in CCE. Upon completion of this course, you should have the relevant teacher competencies to enact CCE in the schools.

## **QED52X Professional Practice and Inquiry**

This course provides the foundation for students to understand the process of integrating and aggregating their learning, be reflective and establish the theory-practice connection to their practice. In particular, this course will provide avenues for students to (i) explore and reflect on their professional beliefs, (ii) understand the process of inquiring into their practice and (iii) articulate their growing understanding of what constitutes a 21st century professional pivoted on NIE's value-based V<sup>3</sup>SK framework.

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

## Curriculum Studies

### The Teaching of Physical Education

Year	Course Code	Course Title	Course Category	Semester Offered	No. of AUs	Pre-requisites
1	QPC52A	Principles of Games	Core	July	2	-
	QPC52B	Instructional Methods in Physical Education	Core	January	3	-
	QPC52E	Fundamental Movement Skills	Core	July	3	-
	QPC52N	Teaching of Outdoor Education (Secondary)	Core	January	2	-
2	QPC62J	Teaching of Holistic Health and Physical Fitness	Core	January	2	-
	QPC62K	Instructional Strategies in Physical Education	Core	July	3	-

#### QPC52A Principles of Games

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

#### QPC52B Instructional Methods in Physical Education

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

#### QPC52E Fundamental Movement Skills

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

It provides an overview of the role of fundamental movement within the Singapore's school physical education curriculum, focusing on developing fundamental movement skill proficiencies at the lower primary, application in

modified games in the upper primary, and relationship to the variety of specialised sports skills at the secondary levels. Specifically, this course will address the various fundamental skills applied within a movement framework that helps define the qualitative and quantitative aspects of human movement.

You will have the opportunity to develop their own movement proficiency. Furthermore, they will acquire the competencies to observe errors in performance, and use relevant teaching cues, to help pupils improve sports performance while remediating for fundamental movement inadequacies. You will also learn to employ appropriate formative and summative assessment tools for diagnostic purpose to facilitate pupils' learning.

### **QPC52N Theory of Outdoor Education (Secondary)**

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

### **QPC62J Teaching of Holistic Health and Physical Fitness**

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

### **QPC62K Instructional Strategies in Physical Education**

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

## Academic Subjects

### Physical Education

Year	Course Code	Course Title	Course Category	Semester Offered	No. of AUs	Pre-requisites
1	QPA52B	Growth and Motor Development	Core	July	2	-
	QPA52C	Anatomical and Biomechanical Foundations of Physical Activity	Core	July	3	-
	QPA52D	Physiology of Exercise	Core	January	2	-
	QPA52E	Inclusive Physical Activity and Sport	Core	July	2	-
	QPA52G	Theory and Practice of Basketball	Core	July	2	-
	QPA52H	Theory and Practice of Football	Core	January	2	-
	QPA52J	Theory and Practice of Volleyball	Core	January	2	-
	QPA52K	Theory and Practice of Badminton	Core	July	2	-
	QPA52L	Sports Injury Prevention and Management in PE and Youth Sport	Core	July	1	-
2	QPA62A	Foundations of Psychology and Motor Learning in Physical Activity	Core	July	3	QPA52B
	QPA62B	Theory and Practice of Softball	Core	July	2	-
	QPA62C	Theory and Practice of Floorball	Core	January	2	-

#### QPA52B Growth & Motor Development

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

#### QPA52C Anatomical & Biomechanical Foundations of Physical Activity

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

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

## **QPA52D Physiology of Exercise**

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

## **QPA52E Inclusive Physical Activity and Sport**

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

## **QPA52G Theory and Practice of Basketball**

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

## **QPA52H Theory and Practice of Football**

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

You will be introduced to developmentally appropriate teaching strategies/models that develop their pupils into confident and active participants of the

game. These approaches include Games Concept Approach (GCA), Constraints Led Approach (CLA) and Sport Education Model (SEM).

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

### **QPA52J Theory and Practice of Volleyball**

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

### **QPA52K Physiology of Badminton**

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

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

### **QPA52L Sports Injury Prevention and Management in PE and Youth Sport**

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

The course provides an overview on the significance of injury prevention and safety within the Singapore PE curriculum. It focuses on acquiring applied



knowledge on growth, maturational and developmental characteristics in children and its significance in lesson planning and implementation, and injury risk reduction during PE. This course will also provide you with the knowledge on various growth-related, intrinsic and extrinsic risk factors for injury in children, types, distribution and patterns of injuries, and various strategies for enhancing safety and preventing injuries during PE and youth sport.

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

### **QPA62A Foundations of Psychology & Motor Learning in Physical Activity**

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

### **QPA62B Theory and Practice of Softball**

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

### **QPA62C Theory and Practice of Floorball**

The aim of this course is to introduce you to the key elements involved in playing the game of floorball at the primary / secondary level. Through a series of

modified games, you will be able to deepen your understanding of the various game concepts in territorial invasion games. Sport science knowledge will be enlisted to facilitate the learning of technical skills and game play. Video clips will be used to provide you with hands-on opportunities to analyse skill and/or game performance using appropriate tools. Game-specific assessment tools will also be introduced in this course.

## Subject Knowledge

Year	Course Code	Course Title	Course Category	Semester Offered	No. of AUs	Pre-requisites
1	QPS52A	Curriculum Gymnastics	Core	January	2	-
	QPS52B	Dance	Core	July	2	-
2	QPS62A	Track and Field	Core	July	2	-

### QPS52A Curriculum Gymnastics

Gymnastics is one of the learning areas in the Physical Education Teaching and Learning Syllabus 2016. This course provides you with an understanding of the critical movement skills and concepts of teaching gymnastics in the primary school. It will introduce curriculum gymnastics through a developmental approach that allows participants to explore movement themes largely on floor activities, gradually progressing from simple to complex apparatus designs. More advanced floor and apparatus skills will also be taught with a focus on progression as well as safety.

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

### QPS52B Dance

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

### QPS62A Track and Field

This course is designed to impart the necessary skills and knowledge for teaching Athletics (track and field events) to youths in a primary / secondary school setting. You will be introduced to developmentally appropriate teaching approaches. Relevant sport science knowledge, assessment tools, and the use of information technology will be incorporated.

## Practicum

Year	Course Code	Course Title	Course Category	Semester Offered	No. of AUs	Pre-requisites
1	QPR522	Teaching Practice 1	Core	January	5	-
2	QPR622	Teaching Practice 2	Core	January	10	QPR522

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

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

### QPR522 Teaching Practice 1

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

### QPR622 Teaching Practice 2

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

## Language Enhancement and Academic Discourse Skills

Year	Course Code	Course Title	Course Category	Semester Offered	No of AUs	Pre-requisites
1	QLK52H	Practical Pronunciation for Teachers	Core	January	1	-
2	QLK52D	Communication Skills for Teachers (Secondary/Junior College)	Core	July	2	-

### QLK52H Practical Pronunciation for Teachers

The course emphasises the importance of all English-medium teachers providing good models of spoken English. You will identify and compare the significant pronunciation features of the English language varieties spoken in Singapore, develop the ability to differentiate between them, and learn about effective oral communication in the classroom. You will be made aware of how a teacher's pronunciation may impact the delivery disciplinary content and will be introduced to a range of resources that will help you investigate language items specific to your own disciplines, such as the use of dictionaries to check the pronunciation of vocabulary related to their subject areas. With greater understanding of language related issues, you will be in a better position to help students develop their spoken competence and encourage them to see the importance of effective speaking for oral discussions and/or presentations in their content areas.

### QLK52D Communication Skills for Teachers (Secondary/Junior College)

This is a practical course designed to provide student teachers with the oral and written skills necessary for effective communication as teachers in the classroom and in their professional interaction with colleagues, parents and the general public. The student teachers become more aware of the importance of considering the purpose, audience and context in communicating effectively to promote student learning. The course provides opportunities for hands-on practice of target skills in authentic school-based situations. As part of the learning process, student teachers have opportunities to practise good pronunciation, understand effective voice production and reflect on and self-assess their application of the knowledge and skills that they acquire during the course.