



An Institute of



A Tripartite Partnership for Teacher Education in Singapore

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INSPIRING LEARNING
TRANSFORMING TEACHING
ADVANCING RESEARCH

OTE

OFFICE OF
TEACHER EDUCATION
Nurturing Tomorrow's Educators

The **Little Red Dot** known as **Singapore**

Singapore, with a land area of only 718 km², is one of the smallest countries in the world. As a result, Singapore is often depicted on world maps as just a **little red dot**.

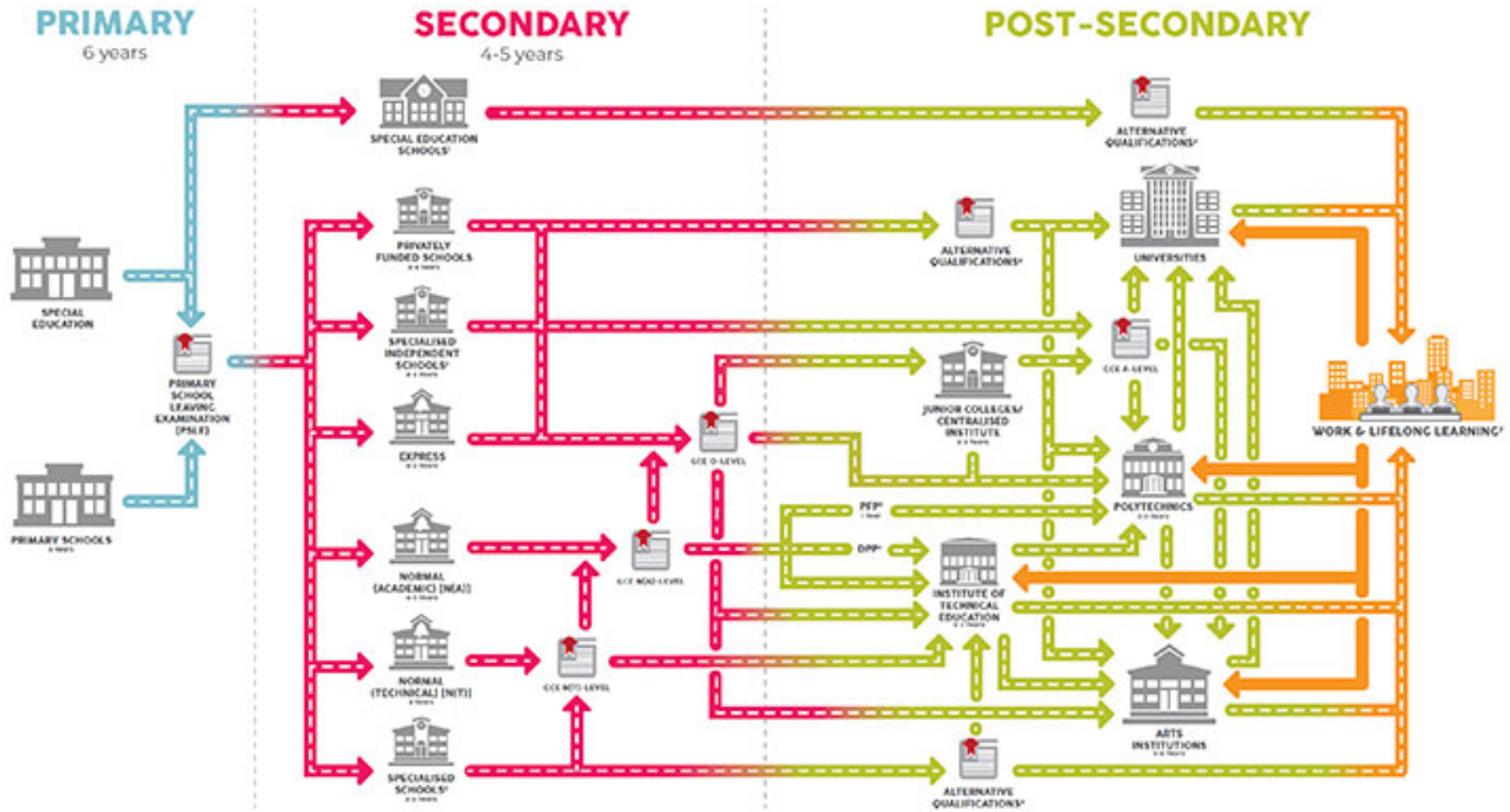


Population

5.64m



Singapore's Education System : An Overview



¹ Students in special education schools which offer the national primary curriculum will sit for PSLE. Some students in Pathway School who take the national secondary curriculum may also sit for the GCE O or GCE N level examinations. Note: This has not been fully represented in the graphs.

² Specialised schools offer colonised programmes for students who are inclined towards hobbies and practical learning. Some also offer NCE level exams. These schools are the Bright School, Assumption Pathway School, Crest Secondary School and Spore Secondary School.

³ Specialised independent schools offer specialised education catering to students with talents and strong interests in specific fields, such as the arts, sports, mathematics and science, and applied learning. These schools are the School of the Arts, Singapore Sports School, ACS High School of Mathematics and Science, and the School of Science and Technology. Eligible students of the Singapore Sports School programme transfer to Republic Polytechnic. Eligible students of the School of the Arts can pursue a diploma programme at the Nanyang Academy of Fine Arts via special admissions after their fourth year of study.

⁴ Alternative Qualifications refer to qualifications not traditionally offered at mainstream schools in Singapore.

⁵ The Polytechnic Foundation Programme (PFP) is a diploma-specific foundation programme conducted by the polytechnics over two academic semesters for students who have completed secondary education. Students who successfully complete the PFP may progress directly into the first year of their respective polytechnic diploma courses.

⁶ The Direct Entry Scheme to Polytechnic Programme (DEP) is a through-high pathway to polytechnics via ITE for students who have completed secondary education. DEP students who successfully complete a two-year Polytechnic programme of ITE and obtain the required Qualifying Grade Point Average (QPA) scores are guaranteed a place in a polytechnic diploma course (mapped to their higher A-level course).

⁷ Adults and working professionals are encouraged to upskill and re-skill through quality learning options in lifelong learning provided by our Institutes of Higher Learning as well as Singapore Workforce Skills Qualifications (SQS) training providers accredited by Institute Singapore.

Note: Students can opt to transfer laterally between Express, NEA and NT, if they are assessed to be more suitable for these courses. (This has not been fully represented in the graphs.)

Singapore Education Statistics

1 NUMBER OF SCHOOLS BY LEVEL AND TYPE, 2017

Type of School	Primary	Secondary	Mixed Level ¹	Junior College / Centralised Institute	Total
Total	185	143	16	15	359

2 STUDENTS, EDUCATION OFFICERS AND EP¹ IN SCHOOLS BY LEVEL, 2017

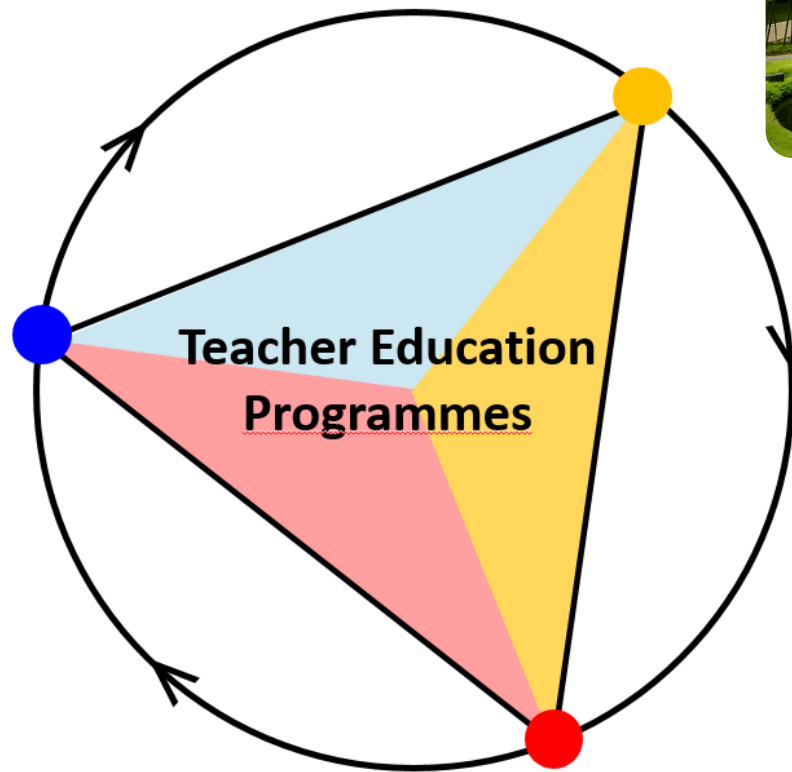
	Primary		Secondary		Mixed Level ²		Junior College / Centralised Institute		Total	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
Enrolment	228,670	111,231	152,687	75,719	36,153	16,744	18,916	10,207	436,426	213,901
Teacher	15,183	12,249	13,087	8,380	2,966	1,847	1,927	1,139	33,163	23,615

https://www.moe.gov.sg/docs/default-source/document/publications/education-statistics-digest/esd_2018.pdf

Teacher Education in Singapore: A Tripartite Partnership



Ministry of Education



An Institute of



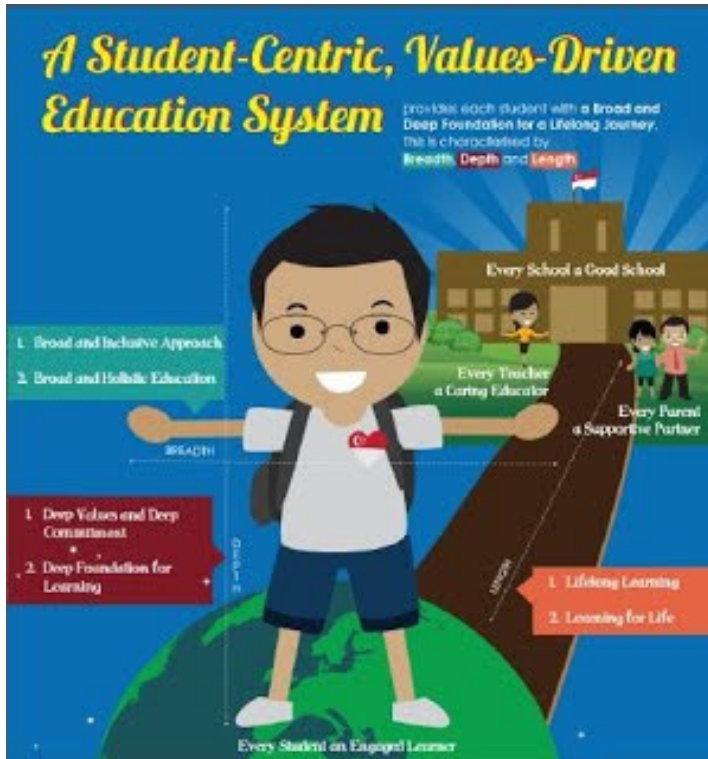
“solidarity of intentions and efforts”

Stakeholders see themselves as “partners
in a common endeavor of teacher
preparation”



Schools

Alignment of Teaching Philosophy



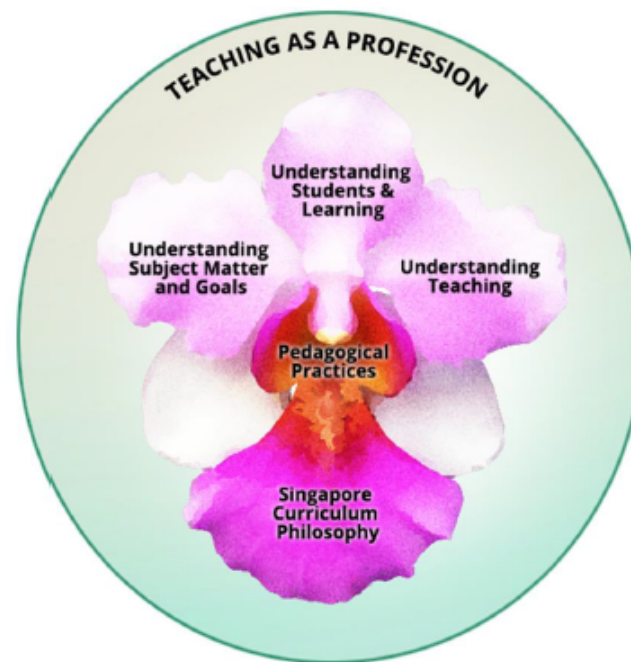
V³SK Framework compass for 21st century TE



V1 – Learner-Centered Values	V2 – Teacher Identity	V3 – Service to the Profession and Community
<ul style="list-style-type: none"> • Empathy • Belief that all children can learn • Commitment to nurturing the potential in each child • Valuing of diversity 	<ul style="list-style-type: none"> • Aims for high standards • Enquiring nature • Quest for learning • Strive to improve • Passion • Adaptive & resilient • Ethical • Professionalism 	<ul style="list-style-type: none"> • Collaborative learning and practice • Building apprenticeship and mentorship • Social responsibility & engagement • Stewardship
<h3>SKILLS</h3> <ul style="list-style-type: none"> • Reflective skills & thinking dispositions • Pedagogical skills • People management skills • Self-management skills • Administrative & management skills • Communication skills • Facilitative skills • Technological skills • Innovation & entrepreneurship skills • Social & emotional intelligence 		<h3>KNOWLEDGE</h3> <ul style="list-style-type: none"> • Self • Pupil • Community • Subject content • Pedagogy • Educational foundation & policies • Curriculum • Multicultural literacy • Global awareness • Environmental awareness

Co-Development of Teaching Framework

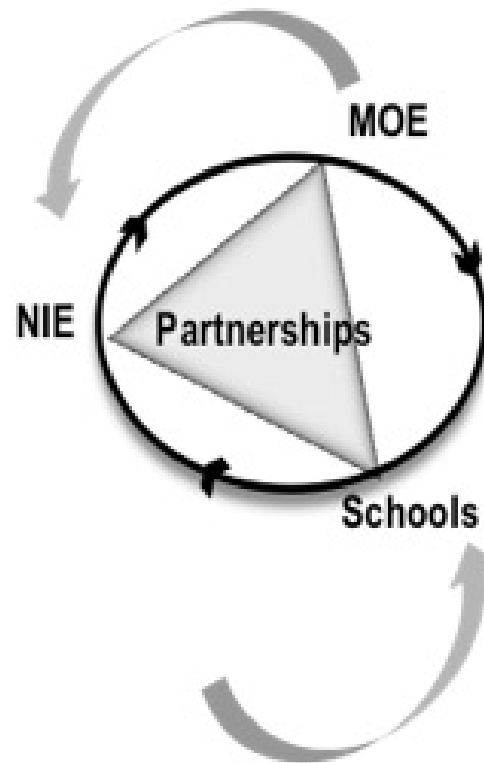
The Singapore Teaching Practice



Partnership in Teaching Practicum

Enhanced Partnership Model

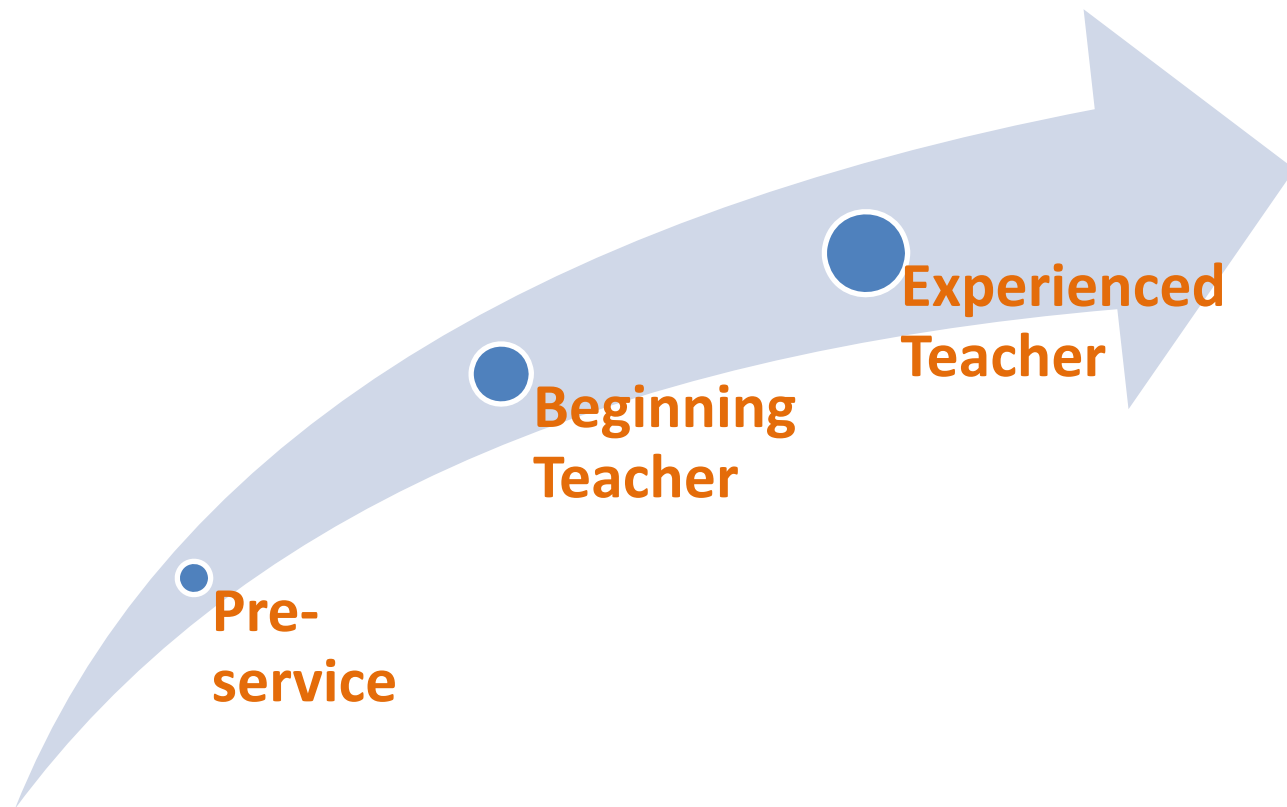
- Design practicum model
- Co-mentoring (with school)
- Joint assessment (with school)



- Pre-NIE contract teaching
- School placements

- School mentoring
- Cooperating teachers
 - School coordinating mentor

Pre-service training continues seamlessly into in-service...

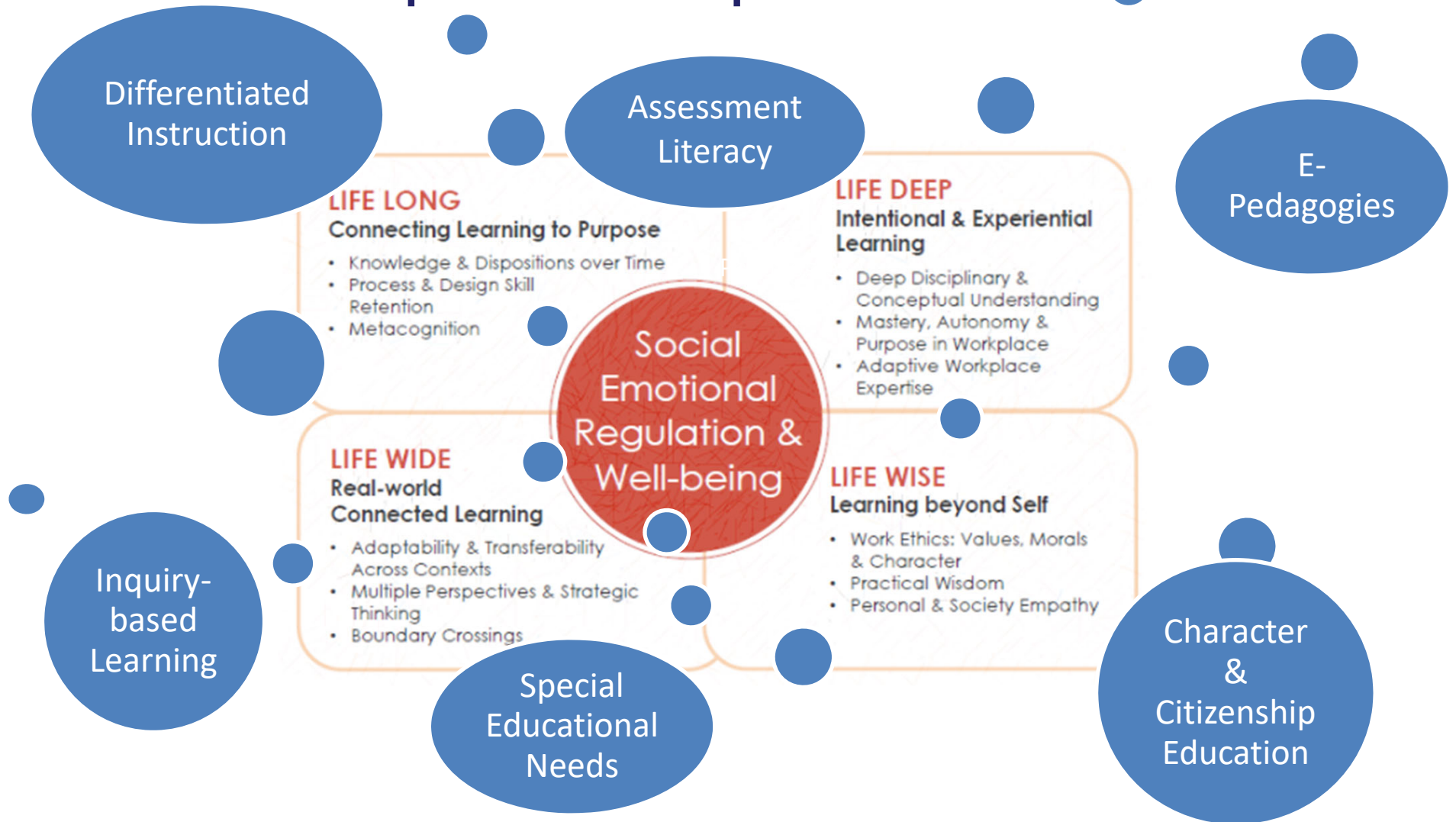


Future-Readiness: Charting Forward

A Future-Ready
National Institute of Education



Future-Readiness for Teachers: Charting forward in partnership



Latest Initiative for Pre- and In-Service Training Alignment

