

Index

- Academic literature, 1
- Academic streaming, 55
- Academy of Singapore Teachers (AST), 74–75
- Advanced Level subjects, 67–68
- All Party Commission and report on Chinese education, 32–34
- All-Party Report on Chinese Education, 41–42
- Allied educators, 72
- Anglophile, 18
- Anglophone, 18
 - model of formal teacher training, 19
- Asian Values debate, 4–6
- Autonomous schools, 56–57

- Bilingual education, 46
- Bilingualism, 47, 53
- British colonial era, 29
- British East India Company (EIC), 13

- Centre for Research in Child Development (CRCDD), 76–77
- Centre for Research in Pedagogy and Practice (CRPP), 76–77
- Character and Citizenship Education (CCE), 70
- Childhood education, 81
- Chinese, 19–20
 - Chinese-language schools, 23
 - language, 64–65
- Chinese education, 23–24, 30
 - All Party Commission and report on, 32–34
- Choice, 57, 67
- City-state, 9
- Colonial institutions, 13
- Colonial schooling in America, 15

- Colonial state, 1–2, 79
- Commonality, 53
- Communication, 9
- Communism, 29
- Competencies, 70
- Competition, 57
- Confucian ethics, 5
- Content knowledge, 19
- Convent of Holy Infant Jesus (CHIJ), 14
- Creative thinking skills, 69
- Crisis legitimization, 3
- Curricula, students and, 53–56
- Curricular innovation, 61
- Curriculum framework, 50
- Cyberbullying, 67

- Decolonisation, 29
- Developmental state and education, 2–4
- Differentiation of school system, 67–69
- Diploma in Education Administration, 61
- Direct Entry Scheme to Polytechnic Programme, 68–69
- Diversity, 57, 67
- Domestic policy of city-state, 9

- Early educational institutions (1819–1919), 13–17
 - Mission Schools, 13–15
 - Secular Schools, 15–17
- Education Bill, 36
- Education Endowment Scheme, 58
- Education policy, 10
 - in Colony of Singapore, 79–80
 - under new PAP administration, 36–38

- Education system, 4, 10
in modern Singapore, 19
- Education(al). *See also* Teacher education, 11–12, 26, 29, 37
activities, 11–12
degree programme, 63
developmental state and, 2–4
educational–economic integration, 3
history in Singapore, 11–13
infrastructure, 4
marketisation of, 57–58
pathways, 68–69
policy shifts and impact of Chinese nationalism, 17–18
post-war state formation and, 29–32
in Singapore, 9
survivalist discourse and, 44–48
wastage, 53–54
White Paper and education ordinance, 34–36
- Educational Research Association of Singapore, 60
- Edusave scheme, 58–59
- English, 79–80
English-medium schools, 22
- Equal educational opportunity for all, 26
- Equality, 5
- Explicit teaching of critical thinking skills, 69
- Extended bilingual, 54–55
- Flexibility, 67
- Formal education system, 19
- Formal teacher education up to 1950, 25–27
training, 1–2
- Free primary education, 26
- Fujian province, 20
- General Certificate of Education Ordinary Level examinations, 67–68
- Gifted Education Programme, 55
- Globalisation, meeting challenges of, 69–70
- Goh Doctrine, 10
- Goh Report, 71
- Government educational policy, 22
- Higher National Institute of Technical Education Certificate, 68–69
- Ideal product, 47
- Independent schools, 56–57
- Indians, 19–20
- Indigenous leadership, 22
- Indigenous population, 20
- Inequity, 20
- Informal approach, 1–2
- Information and Communications Technologies (ICTs), 69
- Innovation-driven growth, 67
- Institute of Education (IE), 41
and College of Physical Education, 80
- Institute of Technical Education Skills Certificates, 68
- Integrated national education system, 29
- Integrated programmes, 67–68
- International Association for Evaluation of Educational Achievement, 1
- International rankings, 1
- Junior College/Upper Secondary Education Review Committee, 67
- Kynnersley Report (1902), 17, 19
- Labour Front government, 32, 38–39, 41–42
- Laissez-faire policy, 71–72
- Language, 20, 54
competence, 55
- Language Elective Programme, 55
- Lingua franca*, 30

- Malay education, 20–23
 Malayisation, 33–34
 Marketisation of education, 57–58
 Masterplan, 69
 for Information Technology in
 Education, 69
 Ministry of Education, 64, 67–68, 77
 Mission Schools, 13–15
 Monolingual, 54–55
 Multilingual equality shift, 79–80
 Multiple Pathways to Success, 68
 Multiracialism, 42–44
 Music Elective Programme, 55
- Nanyang Technological University
 (NTU), 62, 75, 80–81
 National Education (NE), 53, 70
 National Institute of Education (NIE).
See also Institute of
 Education (IE), 1, 8, 63, 75,
 80–81
 further differentiation of school
 system, 67–69
 further policies to deal with social
 equity issues, 70–72
 meeting challenges of globalisation,
 69–70
 teacher education at, 72–78
 Nationalism, 29
 Normal bilingual, 54–55
- One-size fits all instructional methods,
 69
 Online sexual grooming captured
 public attention, 67
 Organisation for Economic Co-
 operation and Development
 (OECD), 1
- Parentocracy, 71
 People's Action Party (PAP), 31, 35, 53
 education policy under new PAP
 administration, 36–38
 Performance legitimacy, 3
 Policies-Practice-Preparation model,
 77
- Polytechnic Foundation Programme,
 68–69
Pondok, 22
 Post-colonial state, 1–2, 79
 Post-war state formation and
 education, 29–32
 Postgraduate Diploma in Education
 (PGDE), 63–64
 Practice of Educational Principles,
 59–60
 Practicum curriculum, 59–60
 Pre-service teacher education,
 81–82
 Primary schooling, 54–55
 Principles of Education Practice,
 50, 59–60
 Professional Development Continuum
 Model, 74
 Professional learning communities
 (PLCs), 74–75
 Professional teacher, 19
 Programme for International Student
 Assessment (PISA), 1
 Public education, 82
- Qualifications in English, 19–20
- Raffles College, 79
 Raffles Institution, 15–16
- School Excellence Model, 57–58
 School system, differentiation of,
 67–69
 School-based skills, 19
 Science and technology education,
 45–46
 Science of Learning in Education
 Centre (SoLEC),
 76–77
 Second World War, 29
 Secular Schools, 15–17
 Self-cultivation, 5
 Self-governance, 29
 to independence, 38–39
 Self-reliance, 5
 Shadow education, 82

- Singapore, 1, 9, 46, 79
- 10-Year Plan for education in, 30
 - Chinese education, 23–24
 - different populations, different histories, 20–25
 - early educational institutions, 13–17
 - education system, 19, 53, 69
 - educational history, 11–13
 - educational policy shifts and impact of Chinese nationalism, 17–18
 - formal teacher education up to 1950, 25–27
 - implications on teacher training, 48–50
 - Malay education, 20–23
 - multiracialism, 42–44
 - reflections on future of teacher education in, 80–82
 - self-governance to independence, 38–39
 - survivalist discourse and education, 44–48
 - Tamil education, 24–25
 - teacher education, 1
 - unexpected independence of, 42
 - unique geographical and historical context, 10–11
- Singapore Bus Workers' Union (SBWU), 32
- Singapore English Teachers' Union, 34
- Singapore Free School, formal education, 20–21
- Singapore Open Data Licence version 1.0, 65, 73
- Singapore Teaching Practice (STP), 75
- Social emotional competencies, 70
- Social equity, 58–59
- further policies to deal with social equity issues, 70–72
- Social Service Institute, 81
- Special educational needs, 72
- Straits Chinese Magazine*, *The*, 16
- Streaming, advent of, 53–56
- Student Learning Space, 69
- Student well-being, 67
- Students and curricula, 53–56
- Tamil education, 24–25
- Tamil Language, 64–65
- Teach Less, Learn More initiative, 69
- Teacher education, 2, 67, 79
- development, 29
 - at National Institute of Education, 72–78
 - reflections on future of teacher education in Singapore, 80–82
 - reforms in teacher education in 1980s and 1990s, 59–66
 - in Singapore, 82
- Teacher Education Conference Continuation Committee (TECCC), 49
- Teacher preparation, 79
- in Singapore, 1
- Teachers
- implications on teacher training, 48–50
 - professional development, 74
 - role, 70
- Teachers' Training College (TTC), 27, 41, 79–80
- Technical education, 45
- Thinking Schools, Learning Nation (TSLN), 67, 69
- Traditional Chinese-medium schools, 23
- Trends in International Mathematics and Science Study (TIMSS), 1
- Universitisation, 76
- differentiation of students and curricula, 53, 56–57
 - marketisation of education, 57–58
 - reforms in teacher education in 1980s and 1990s, 59–66
 - social equity, 58–59

University of Cambridge Local
Examination Syndicate
(UCLES), 27
Uplifting pupils in life and inspiring
families taskforce
(UPLIFT), 72

Vernacular language, 20
White Paper and education ordinance,
34–36
White Paper on Education Policy, 34
Woolley Report, 17