

싱가포르 음악교사 양성제도 연구

A Study of Singapore Music Teacher Training System

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초록 이 연구는 싱가포르의 교육 시스템 중 음악교사가 되는 경로를 자세히 살펴봄으로써 싱가포르 음악교사 양성 과정의 특징을 탐색하고, 우리나라의 음악교사교육에 주는 시사점을 발견하고자 하는 것이다. 이를 위해 싱가포르 교육부, 국립교육원과 난양기술대학교, 예술대학의 홈페이지 자료들을 주로 살펴보고 분석하였다. 연구 결과는 다음과 같다: 1) 싱가포르의 음악교사가 되는 길이 3가지(디플롬, 학사, 교육학 석사)가 있으며 다양한 학문적 배경에서 접근할 수 있다; 2) 높은 학업 성적과 능력들(영어, 음악능력 등등)을 요구하고 있다; 3) ICT, 세계음악, 대중음악 등과 관련된 다양한 음악교육 과목이 필수이다; 4) 평균적으로 15주간의 교육실습에서 교사와 교수가 교생을 면밀히 지도한다; 5) 교육부가 학비를 지원하므로 3년간의 의무복무가 있다.

주제어: 싱가포르 음악교사교육, 싱가포르 음악교사, 싱가포르 국립교육원

Abstract The purpose of this study was to explore the characteristics of Singapore's music teacher training process. The research method was to investigate and analyze the information regarding this topic mainly through the web sites of Singapore Ministry of Education, National Institute of Education, Nanyang Technological University and Arts Institutes in Singapore. The results of the study are: 1) Singapore has three tracks of music teacher training courses(diploma, bachelor degree, postgraduate degree in education) so that diverse academic backgrounds could approach; 2) high level of academic standards and competencies(English proficiency, music audition etc.) are demanding; 3) various music education subjects related with ICT, world music, popular music are required; 4) during the practicum period, professors and teachers closely supervise a student teacher for 15 weeks in average; 5) payment of a tuition fee by the Ministry of Education results a 3 year teaching bond.

Key words: Singapore music teacher training, Singapore music teacher curriculum, NIE

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I . Introduction

Education in Korea has always been the greatest concern from government to individual so that education is referred to as the centennial zone. New policies and systems are continuously built to reflect the rapidly changing world, as a result, it could improve the ratio of public education compare to Gross Domestic Product and achieve 1st place at the proportion of youth higher education (OECD, 2019).

Teacher education is essential to the effectiveness of these educational efforts. In the case of music education, such efforts for improvement are urgent. Whether new directions and contents through curriculum and textbook revision are reflected in the school site? How does music education through integrated curriculum improve the students' musical potential? What is the impact of the teachers professionalism on music class to their students? If these are immediate problems to be solved, the heart of a solution is a music teacher.

In this situation, the examples of major countries' educational systems might give some directions to solve. Major countries have been innovating in order to nurture and recruit 'teachers prepared for classes' while Korea has neglected teacher policies due to low birth rates and oversupply of teachers (Kim, 2017, p.28). A graduate whose intensive course was music in the national university of education could not teach music in the elementary school due to the systematic problems. Such issues as the lacks of the music education subjects and the practicum period, the relationship problems between universities and the school have been discussed in the music teacher training(Chon, 2001; Jeong, 2012; Oh, 2012).

Singapore is one of those countries where education is the driving force of national development. Radm Teo Chee Hean, Singapore's former Minister of Education, said that "There are no failed schools in Singapore, only good schools and better schools." (Kim & Lee, 2008, p.314). And Singapore Prime Minister, Lee Hsien Loong also said that "Empowering teacher, Sparking Creativity in Education"(Koo, 2017). These words exhibit Singapore's interest in education and teachers.

Above all, Singapore education is characterized by excellence education. Recently, The Ministry of Education is driving for educational reforms that emphasize creative thinking as well as excellence in order to foster talents who can meet the changing knowledge industry in the 21st century. The slogans such as 'Thinking Schools,

Learning Nation', 'Teach less, Learn more' illustrate the directions of such reforms. It proves that the professionalism and importance of the teacher are also emphasized (KEDI, 2017, p.5-10). As these characteristics of Singapore education reflect to the education system and teacher education, research of these area could provide some suggestions to Korean education.

Therefore, this study focused to find out the meaningful ideas to Korean music teacher training system through the examination of the overall process of music teacher training in Singapore. The research method was to review and analyze various papers related to teacher education in Singapore and web sites of Singapore Ministry of Education, National Institute of Education of Singapore, and music teacher training colleges in Singapore.

II. Singapore Teacher Preparation System

1. Overall Educational System

Singapore's education focuses on excellency and operates as a competency-based curriculum. The educational system has a 4 stages: primary(6 years) - secondary(3 or 6 years) - post-secondary(2 or 3 years) - university(3 or 4 years). Except the university level, each stage ends with a nation-controlled examination to enter the next stage (Ministry of Education, 2018).

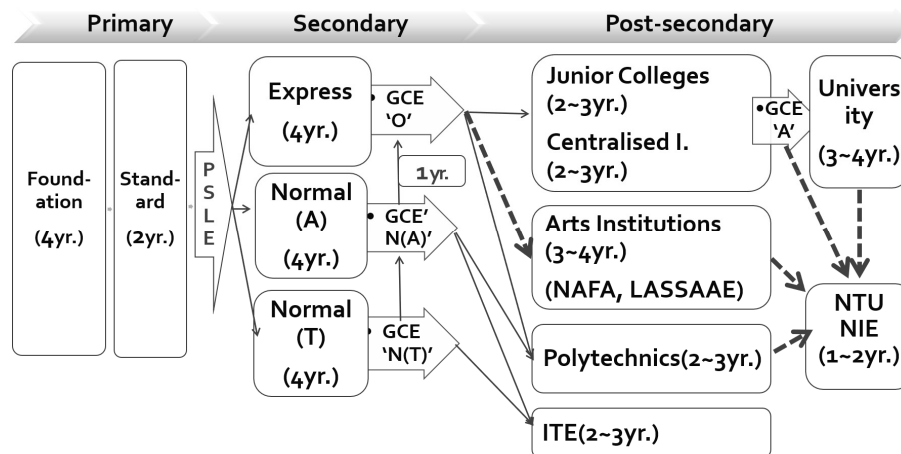
Primary education consists of a four-year Foundation level and a two-year Standard level. The result of a Primary School Leaving Examination (PSLE) affects to decide one of three courses of secondary school (Special, Express, and Normal). The special course operates at the various styles of schools such as privately funded schools, specialized schools, and specialized independent schools. The Normal course is divided into Normal (Academic) and Normal (Technical). Both of the Normal courses take 4 years and end with The Singapore-Cambridge General Certificate of Education (GCE) N (Normal) Level exam. A passer of the GCE N(T) Level exam can take a job or enter the Institute of Technology Education(ITE) or study one more year to take the GCE O (Ordinary) Level exam. A passer of GCE N(A) Level exam can enter the Institute of Technology Education(ITE) or study one more year to take the GCE

O-Level exam. The Express course takes 4 years to take the GCE O-Level exam.

Post-secondary education mainly operates at 2 or 3 years of Junior Colleges, Centralized Institutes, Polytechnics, ITE and 3 or 4 years of Arts Institutions. Junior Colleges and Centralized Institutes are college preparatory courses. Polytechnics focus more on entering a society while the ITE focuses on practical vocational education. There are two Arts institutions that offer practice-based programmes of the creative arts: LASALLE College of the Arts(LASALLE) and Nanyang Academy of Fine Arts(NAFA).

University requires the score of the GCE A(Academy)-Level exam which the graduates of Junior Colleges and Centralized Institutes can take. Among five national universities, the Nanyang Technological University (NTU) is responsible for teacher training under the National Institute of Education (NIE), where the teacher certificate is solely granted.

The educational system of Singapore provides a diverse way to develop one's career through various channels. The process of being a teacher also reflects this characteristic. The following [Figure 1] illustrates the process of music teacher education in the Singapore educational system.



[Figure 1] The process of the teacher education in Singapore

The bold dotted lines in the [Figure 1] show the various tracks to the music teacher training. The following is a more detailed exploration of these tracks.

2. Three tracks of the Music Teacher Training

Teacher education in Singapore is in charge of the National Institute of Education(NIE) which is an institute of Nanyang Technological University(NTU). Thus, all the teacher trainee finish their studies at NTU. The tracks of being a music teacher are three: a degree course, a diploma course and postgraduate course.

1) Degree Course

The degree course of the music teacher training in Singapore is the longest way to get a certificate. As shown in the [Figure 1], after the secondary school, two more year to junior college and pass the GCE 'A' level test, and then, enter the NTU studying for 4 years. NTU offers two degree programs such as Bachelor of Arts (Education) and Bachelor of Science (Education) at the NIE. These programs are designed to train an elementary teacher or a secondary teacher. The aims of the programs are graduand to be scholars and educators with comprehensive knowledge and inquiry skills to excel in careers in education(NTU & NIE, 2018).

These bachelor's degree programs are available from GCE 'A' level holders, International Baccalaureate diploma holders, NUS high school diploma holders, and polytechnic diploma holders. GCE 'A' level holders must earn 'A' in at least two subjects at the GCE 'A' level Examination and a certain grade admission requirement at least five subjects, including English and Mathematics, in the GCE 'O' level test. There are more special requirements for a music applicant. The Applicant has to pass an interview and an audition and presents a music certification. The audition comprises of 3 to 5 minutes of music performing, sight-singing and aural tests. These strict criteria show that the Singapore Ministry of Education seeks to recruit teachers from the top third in so that the talented individual can teach students. (Kim & Lee, 2008, p.317).

2) Diploma Course

There are two diploma programs for the music teacher training: one-year program for the holder of Nanyang Academy of Fine Arts Diploma in Music (teaching) and

two-year program for the holders of other Diplomas such as Nanyang Academy of Fine Arts, LASALLE College of the Arts and Polytechnic. These two programmes are further divided into primary education and secondary education. All of them award Diploma in Music Education at NIE and are training for specialist music teacher at the primary or the secondary school.

Nanyang Academy of Fine Arts offers the Diploma in Music teaching and the Diploma in Music based on the study in Western music practice while LASALLE College of the Arts offers the Diploma in Music based on the study in contemporary music practice. Polytechnic offers the Diploma in Music & Audio Technology based on the study of audio technology.

After completing three-year Diploma program from NAFA, LASALLE, or Polytechnic, a music diploma holder can apply to the Diploma in Music Education program which is offered from NIE. The applicant for Diploma in Music Education has to be at least 5 GCE 'O' level including English and a first language. He/she also needs to pass the audition with performance, sight-reading, aural awareness, short interview and video recording or pass in GCE 'O' level music(NTU & NIE, 2019a, 20-22). Thus, various talented musicians such as western music performers, contemporary musicians, and audio music technicians are accepted as music teacher trainees.

3) Postgraduate Course

The postgraduate course is for an applicant who already has a bachelor's degree but does not have a teacher's certificate. This course is called The Postgraduate Diploma in Education(PGDE) programme, and it aims to prepare university graduates to become primary, secondary school and junior college teachers(NTU & NIE, 2019b, 2). A music audition is required for PGDE (music) program which takes 16 months.

Student teachers in the PGDE (Primary) and PGDE (Secondary) tracks are equipped with the knowledge and skills to teach two school subjects (or one in the case of single-subject specialists). Those in the PGDE (Junior college) track is equipped to teach one subject at the JC level and one at the secondary level.

III. Curriculum of music teacher training program

1. The Curriculum of Degree Course

Nanyang Technology University(NTU) and National Institute of Education(NIE) offer the degree programs of the Bachelor of Arts (BA) and the Bachelor of Science (BSc) for training primary and secondary music teachers.

The BA & BSc programs are designed to integrate the Arts or Science-based disciplinary study and enable graduates to be scholars and educators with comprehensive knowledge. The primary music teacher training is only offered through BA program, however, secondary music teacher training can be achieved through BA and BSc programs. To be a music teacher, the student teachers require studying music as an academic subject and two more subjects of concentration, which is equivalent to double major in Korea. The degree programs of BA and BSc comprise eight areas of study: 1) Education Studies, 2) Curriculum Studies, 3) Subject Knowledge, 4) Essential Course, 5) Practicum, 6) Language Enhancement and Academic Discourse Skills, 7) Academic Subjects, 8) General Electives.

1) Primary Music Teacher Training

The major proportion of the BA program for primary music teacher is academic subjects(34.4%) and the next is education studies which is 15.6%. The proportions of curriculum studies and practicum are same as 14.8%. <Table 1> shows the curriculum of this program.

<Table 1> The curriculum of BA for primary music teacher training*

Area	Year 1	Year 2	Year 3	Year 4
Education studies (19 credits)	Educational psychology	Teaching and managing learners at the primary level	Supporting diversity at the primary Level	Professional practice and inquiry II
	Group endeavours in service learning	Educational psychology II	Educational research	

Area	Year 1	Year 2	Year 3	Year 4
	Professional practice and inquiry I	Technologies for meaningful learning	Research oroject	
	The social context of teaching and learning	Assessing learning and performance		
	Character and citizenship education			
Academic subject (42 credits)	The music subjects offered as academic subject is presented in Table 3.			
Subject knowledge (8 credits)	select 2 subjects from English, Math, Science, Social studies	Exploring language in texts		
Curriculum studies (18 credits)		select 2 subjects taken in year 1 are continued to study further as curriculum studies		
Language enhancement (5 credits)	Academic discourse skills			
	Communication skills for teachers			
Essential course (3 credits)		Multicultural Studies		
General electives (9 credits)			9 credit	
Practicum (18 credits)	School experience	Teaching assistantship	Teaching practice 1	Teaching practice II

* reorganized based on the information in *General information handbook of BA and BSc of education* in 2018-2019, pp. 50-53.

Academic Subject means a major subject in BA or BSc program and students need to select a music as Academic Subject to be a music teacher. The courses of Academic Subjects in Music are consisted as shown in Table 2. The same Academic Subjects in Music are designed both in the primary and secondary programs. <Table 2> shows that Singapore music curriculum has various music education courses related with ICT, world music, and popular music. Majority of the music subjects include ensemble studies.

<Table 2> Music subjects for BA in primary and secondary music teacher training*

Year 1	Year 2	Year 3	Year 4
World musics in education I(including ensemble studies)	ICT and music education (including ensemble studies)	Foundations in Musical studies III (including instrumental marks)	Popular music in education (including ensemble studies)
Foundations in music Studies I (including ensemble studies)	Studies in popular musics	Select 1 from Studies in Jazz (including ensemble studies), Musical Behaviour (including ensemble studies), Conducting (including ensemble studies)	Philosophy and music education (including instrumental studies)
Musical practice I (including instrumental studies)	Musical practices II (including ensemble studies)		New media and music education (including ensemble studies)
Foundation studies in music education (including ensemble studies)	Composing and Arranging (including ensemble studies)		Academic exercise: Conducting project (including instrumental studies)
	World music in education II	Select 1 from analysis in music, Ethnomusicology (including ensemble studies), Conducting (including ensemble studies)	
	Foundations in musical studies II (including ensemble studies)		

* reorganized based on the information in *General information handbook of BA and BSc in education* in 2018-2019, pp. 380-381.

Each subject is 3 credits and total credits of Academic Subjects for the degree are 51.

2) Secondary Music Teacher Training

All BA secondary music students should choose a music subject as the Academic Subject 1 and could choose a music or other subject as the Academic Subject 2. Similarly, all BSc secondary music students must choose a science subject as the Academic Subject 1 and choose a music or science subject as the Academic Subject 2. Therefore, to be a secondary music teacher in Singapore, BA and BSc students are required to study music only or music and one more subject as means of a double major. The curriculum of BA and BSc for secondary music teacher training are as shown in <Table 3>.

<Table 3> The curriculum of BA and BSc for secondary music teacher training*

Area	BA		BSc	
Education studies (19 credits)	same as in Table 1.		same as in Table 1.	
Academic studies 1 (51 credits)	Music		select 1 from Science subjects (Biology, Chemistry, Food and Consumer Science, Mathematics, Physics)	
Academic studies 2 (3 credits)	in year 1 select 1 from Art, Biology, Chemistry, English Language, English Literature, Geography, History, Mathematics, Music, Physics, Social Studies.		Music	
Curriculum Studies (12 credits)	Music		Music	
Language enhancement (5 credits)	same as in Table 1.		same as in Table 1.	
Essential course (3 credits)	same as in Table 1.		same as in Table 1.	
General electives (9 credits)	0	3	6	0
Practicum (18 credits)	same as in Table 1.		same as in Table 1.	

* reorganized based on the information in *General information handbook of BA and BSc of education* in 2018-2019, pp. 58-62.

The practicum courses are compulsory in all degree programs. Since the practicum is considered a very important component of the degree program, all BA and BSc students are required to take 21 weeks of experience during four school year: school experience for one week, teaching assistantship for 5 weeks, teaching practice I for 5 weeks, and teaching practice II for 10 weeks. Under the guidance and supervision of cooperating teachers, school coordinating mentors and university lecturers, student teachers learn from experienced school mentors about the schooling process and prepare themselves for their roles and responsibilities in teaching at the school.

BA/BSc of primary and secondary student teachers need to equip with the basic language and voice skills that they require for teaching, as well as for successfully engaging in academic writing of assignments and theses.

2. The Curriculum of Diploma Course

The Diploma course is designed with two programs: 1) a three-year program in Music teaching at Nanyang Academy of Fine Art(NAFA) and one-year program of Diploma in Music Education at Nanyang Technological University(NTE), 2) a three-year program of Diploma in Music at NAFA, LASALLE, or Polytechnic and two-year program at NTU.

1) One-year Diploma in Music Education Program

The student teachers under the Music Teacher training scheme who have successfully completed the three-year NAFA Diploma in Music teaching are required to undergo one-year Diploma in Music Education program. Then they will be certified as music teachers at primary or secondary level. Three years of music training program includes principal study, performance skills, percussion ensemble, instrumental teaching, harmony, aural and sight-singing, form and analysis, composition, music and movement, music technology, and music history. <Table 4> shows the outline of the curriculum of Diploma in Music teaching

<Table 4> The curriculum of diploma in music teaching*

Course
First study: Weekly lessons of a major instrument.
Minor study: Acquire and develop basic vocal techniques.
Professional studies: Consists of range of classes, rehearsals and performances tailored specifically to students' areas of study, also develop students planning, and self-assessment skills through the submission of professional development plan and an interview with their year tutor.
Aural and Musicianship skills
Music in context: Study a broad and informed knowledge of selected composers, compositions, and musical genres during middle ages to 21st century of western classical music and Chinese music.
Music practices in the classroom: Introduces musical activities for the primary school pupils. Students develop practical musical skills for classroom teaching.
Principles and foundation in music education

Course
Instrumental studies: Gamelan
Key skills in learning and technology
Special topics in performance studies: Enrich students' experience, exposure and understanding about musical performance through projects in concert performance.
Improvisation techniques
Career skills: Overview up-to-date professional development tools and strategies, and the industry practices and trends.
Instrumental/Vocal teaching and outreach: Covers generic pedagogical themes, including strategies for planning instrumental lessons and the assessment of student development and progress.

* reorganized based on the information of diploma in music teaching course from <https://www.nafa.edu.sg>

Because the vocal skill is considered importantly as a music teacher in Singapore, all students have to study vocal as a minor.

A Diploma holder in Music teaching graduates can enter the one-year Diploma in Music Education program at NTU and decide the primary or secondary level teacher program.

(1) Primary music teacher training

The Diploma in Music Education program consists of 5 categories of studies: Education Studies, Curriculum Studies, Subject Knowledge, Language Enhancement and Practicum. The curriculum of one-year Diploma in Music Education is shown in <Table 5>.

<Table 5> The curriculum of diploma in music education*

Category	Course	Credit	Total
Educational studies	Professional practice and inquiry I	0	14
	Professional practice and inquiry II	1	
	Pedagogical practice	3	
	Teaching and managing learners at the primary level	2	
	ICT for meaningful learning	2	
	Assessing learning and performance	1	
	Group endeavors in service learning	1	

Category	Course	Credit	Total
	Educational psychology: Theories and application for learning and teaching	2	
	The social context of education in Singapore	2	
Curriculum studies	General music in the primary school	3	3
Subject knowledge	World musics in education	3	8
	Musics of popular culture in eucation	3	
	Creativity in the classroom	2	
Language enhancement	English for academic & professional purposes	2	4
	Communication skills for teachers	2	
Practicum	Teaching practice (10 weeks)	10	10

* reorganized based on the information in *General information handbook of diploma in education programme* in 2018-2019, p. 183.

As the teaching practice is also considered a very important course in the Diploma in Music Education program, it is scheduled 10 weeks in the second semester. Due to many music subjects were studied in the Diploma in Music teaching program, only 11 credits of music education courses are needed in the Diploma in Music Education program.

(2) Secondary music teacher training

The curriculum of Diploma in Music Education for secondary level is almost the same as one-year music education program for primary level. Only difference is in the Curriculum Studies where the subject is ‘Secondary School Music’ instead of ‘General Music in the Primary School’.

2) Two-year Diploma in Music Education Program

The student teachers under the Music Teacher training scheme who have successfully completed the three-year Diploma in Music at NAFA or LA SALLE are required to undergo two-year Diploma in Music Education program. Then they will be certified as music teachers at primary or secondary level. The Diploma in Music programs at NAFA and La SALLE are designed based on the music performance. The program at

NAFA is consisted in classical music study and the program at LASALLE offers various study on contemporary music practice.

(1) Primary music teacher training

The curriculum of two-year Diploma in Music Education for primary level is shown in <Table 6>.

<Table 6> The curriculum for two-year diploma in music education for primary level*

Category	Course in year 1	Credit	Course in year 2	Credit
Educational studies	same as in Table 5.			14
Curriculum studies	ICT and music education I	3	Planning and assessment for music lessons	3
	Curriculum I-Theory and practice of music education I	3	World music in classroom	2
	Curriculum II- Theroy and practice of music education II	3	The use of popular music in the primary classroom	2
	ICT and music education II	3		
	The use of film in music in the primary classroom	3		
Subject knowledge	Music theory for multi-cultural music curriculum	3	Repertoire studies I	3
	Performing skills for classroom teaching I	3	Repertoire studies II	3
	Performing skills for classroom teaching II	3		
Language enhancement	same as in Table 1.			4
Practicum	Teaching practice 1 (5 weeks)	5	Teaching practice 2 (10 weeks)	10

* reorganized based on the data in *General information handbook of diploma in education programme* in 2018-2019, pp. 161-162.

Since the student teachers under two-year Diploma in Music Education program already had studied a lot of music performance related courses during three years of Diploma in Music at NAFA or LA SALLALE, they are required to take 22 credits in Curriculum Studies and 6 credits in Subject Knowledge in this program. However, they should take 15 weeks of Practicum during two school attachment periods.

(2) Secondary music teacher training

The curriculum of two-year Diploma in Music Education for secondary level is shown in <Table 7>.

<Table 7> The curriculum of two-year diploma in music education for secondary level*

Category	Course in year 1	Credit	Course in year 2	Credit
Educational studies	same as in Table 5.			14
Curriculum studies	Secondary school music	3	Educational perspectives in music	3
	Conducting	3	Conducting choir II	2
	Conducting for choir I	3	Conducting band II	2
	Conducting for band I	3		
Subject knowledge	World music education	3	Music in media	3
	Composing for classroom	3	Music of popular Culture in education	3
Language enhancement	same as in Table 1.			4
Practicum	Teaching practice 1 (5 weeks)	5	Teaching practice 2 (10 weeks)	10

* reorganized based on the data in *General information handbook for diploma in education in 2019*, pp. 194-195.

The credits of Curriculum Studies and Subject Knowledge are less than these in the curriculum of the primary level, however, conducting courses are expanded because of adolescents teaching. 15 weeks of Practicum are same as the primary level.

3. The Curriculum of Postgraduate Diploma in Education

The PGDE programs are designed for 16 months long, spanning three semesters. Student teachers in the General Track will specialize in two Curriculum Studies areas while the student teachers in the Specialization Track focus on only one subject. Those specializing in the Teaching Music at the Primary level will focus on only music in the Curriculum Studies area while those at the Secondary level will specialize in teaching two subjects at the secondary school level.

1) The Curriculum of the PGDE for Primary Music Teacher Training

The curriculum of the PGDE for primary music teacher training is shown in Table 8. There are 8 courses of education studies are same in the primary music teacher curricular of BA program, Diploma program, and PGDE program. These are marked * in Table 8. There are 4 courses of curriculum studies and subject knowledge are same in the primary music teacher curricular of 2-year Diploma program and PGDE program. These are also marked * in <Table 8>.

<Table 8> The curriculum of the PGDE for primary music teacher training

Category	Course	Credit	Total
Education studies	Educational psychology: Theories and applications for learning and teaching*	2	19
	Pedagogical practice	4	
	Teacher-student relationship	1	
	Singapore kaleidoscope	2	
	Technologies for meaningful learning*	2	
	Professional practice and inquiry I*	0	
	Professional practice and inquiry II*	1	
	Teaching and managing learners at the primary level*	2	
	Assessing learning and performance*	1	
	Group endeavors in service learning*	1	
	Effective parent engagement for teachers	1	
	The social context of education in singapore*	2	

Category	Course	Credit	Total
Curriculum studies and subject knowledge	Music theory for multi-cultural music curriculum*	3	21
	Curriculum I-theory and practice of music education*	3	
	Curriculum II-theory and practice of music education II*	3	
	Repertoire studies I (world music in education)	2	
	Repertoire studies II (Euro-American art music and music in films)	2	
	Classroom pedagogies in local music 1 (Malay music and Indonesian Gmelan)	2	
	Classroom pedagogies in local music 2 (Chinese and Indian music)	2	
	Popular music and creative movement	2	
	ICT and music education*	2	
Language enhancement and academic discourse skills	Practical pronunciation for teachers	1	3
	Communication skills for teachers	2	
Practicum	Teaching sssistantship	3	13
	Teaching practice	10	

* reorganized based on the data in *Postgraduate diploma in education programme handbook* in 2019, pp. 24-5.

2) The Curriculum of the PGDE for Secondary Music Teacher Training

As shown in <Table 9>, the curriculum of the PGDE for secondary music teacher training is different from the curriculum of PGDE for primary because two subjects should be taught at the secondary school.

<Table 9> The curriculum of the PGDE for secondary music teacher training*

Category	Course	Credit	Total
Educational studies	Same as in Table 8.	19	
Curriculum studies	Select 2 subjects from: Accounting, Art, Biology, Chemistry, Computer Applications, Design and Technology, Elements of Business Skills, English Language, English	11	

Category	Course	Credit	Total
	Literature, Geography, History, Food and Consumer Sciences, Lower Secondary Mathematics, Physics, Social Studies, Tamil Language		
The subjects of the teaching music	Theory and practice of music education	3	11
	Classroom pedagogies in local music	3	
	Teaching music as an examination subject	3	
	ICT and popular music in education	2	
Language enhancement	Same as in Table 8.	3	
Practicum	Same as in Table 8.	13	

* reorganized based on the data in *Postgraduate diploma in education programme handbook* 2019, pp. 80-81, p. 133.

The PGDE program is offered for those who have experienced of teaching music at school or those who already have a bachelor's degree but do not have a teacher's certificate. Therefore, the programs for both primary and secondary level are very intense within 16 months including 13 weeks of Practicum .

IV. Conclusion

This study examined the overall processes (the admission status, the entrance requirements, and the curriculum) of the music teacher training in Singapore. The educational system of Singapore provides various ways to be a music teacher so that any status such as a high school graduate, an undergraduate, or a graduate can study music education course.

Music teacher training in Singapore is conducted at National Institute of Education(NIE), Nanyang Technological University(NTU), Nanyang Academy of Fine Arts(NAFA), and La Salle College of Fine Arts(LASALLE). The final destination to get a music teacher certificate is NIE.

Three tracks of being a music teacher are a degree course, a diploma course and a postgraduate course. The degree courses, Bachelor of Arts/Science (Education) programs are designed to train teachers at the elementary or secondary level. It requires

the high level of grades in the GCE 'A' level. Diverse diploma courses are NAFA Diploma in Music (Teaching) programme and NTU Diploma in Music Education programs. These Diplomas are also divided into two levels: primary and secondary. These diploma course require artistic talent and creativity, educational qualification, language proficiency, special factor and age requirement. The postgraduate course (PGDE programme) is for a bachelor's degree holder who does not have a teacher's certificate. It aims to prepare university graduates to become a primary or secondary school teacher or junior college teachers.

Therefore these educational policy and teacher training system in Singapore could give a lot of implications for teacher education in Korea, especially music teacher education system.

First, in Singapore, music education specialists who have been trained professionally in NTU teach at the primary and secondary schools. The student teachers for primary and secondary music in Singapore study music in major portion, however they study one or two more subjects such as English, math, science as means of a double major.

Second, in Singapore, a talented people with diverse careers and abilities can take the path of becoming a teacher any period. Naturally, the rich experience and knowledge of teachers who have gone through these diverse paths would be a good base for teaching students in school. It could be also consider opening up a variety of pathways to the music teacher training in Korea.

Third, Practicum is a very important component of the teacher training program in Singapore, which is scheduled about 10 to 21 weeks. The student teachers are closely supervised by university professors and learn about the schooling process from experienced teachers in the schools. University, school, and Ministry of Education all concern and give efforts for the effective practicum in Singapore. This practical training system needs to be referenced by Korea.

Fourth, since tuition fees for all student teachers in Singapore are fully paid by the Ministry of Education, they must serve a 3-year teaching bond upon the completion of the NIE training. This system suggests that the student teachers are treated as experts and well educated systematically.

Therefore, the government, universities, and schools all closely collaborate to train music teachers in Singapore and make the best teacher training system. The music

teacher training system in Singapore could be the best example for Korea and other countries, too.

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