

Key messages of the national education policy education essay

[Education](#)



**ASSIGN
BUSTER**

Explain what challenges you think you might confront as a get downing instructor in trying to implement the National Education policy enterprise.

National Education (NE) was introduced to Singapore Schools in 1997 to develop national coherence, cultivate the inherent aptitude for endurance as a state and instil in our pupils, assurance in our state 's hereafter. It besides emphasises on cultivating a sense of belonging and emotional rootedness to Singapore. Many programmes such as Community Involvement Programme (CIP) and Learning Journeys were designed to assist schools accomplish such aims and the duty of put to deathing these programmes falls on the instructors. As a beginning instructor, freshly introduced into the profession, challenges are faced in the effort to implement such enterprises.

In my sentiment, one major challenge that I would meet is planing activities that infuses a sense of relevance in our pupils - allowing them understand that national coherence is a consequence of the uninterrupted attempts of every Singaporean, and they are a portion of the equation. These pupils were born in the epoch of political and economical stableness, where bulk grew up in environments run intoing their demands and carry throughing most of their wants. Hence, they have the inclination to take their security and wellbeing for granted, doing them unable to grok the battles faced by Singapore in keeping the current success and stableness and the demand for NE.

For illustration, most schools in Singapore commemorate nucleus event, Racial Harmony Day through the showcasing of the diversified cultural costumes and playing of cultural games to enable their pupils ' in-depth

cultural cognition of their equals. Yet, a bulk of them treat the recollection of the twenty-four hours as an chance for an interesting concert and a half-day school, and few genuinely understanding the implicit in principle behind the activities, allow entirely instil a sense of relevance. Amidst the current racial harmonious atmosphere between different racial groups, pupils are unable to gestate the thought of racial public violences, its ' impact on Singapore and the importance of racial harmoniousness in a society. They view information relayed through these events as irrelevant and doubt the possibility of the return of such incidents in the current Singapore.

It is of a common apprehension that the six NE messages would ever stay as words on paper unless instructors inculcate them into pupils in an piquant mode. Therefore, as a get downing instructor with no anterior experience in the ingraining of NE messages, I feel that the undertaking of planing engaging, merriment and relevant activities would be enormous, with myself holding unequal cognition of the activity thoughts that pupils are receptive to. Instilling a sense of relevance in pupils would be a immense challenge as it is non an easy undertaking to alter pupils ' deeply-rooted thought from `` the duty of keeping national coherence autumn merely on the grownups and authorities " to the thought that `` national coherence is the duty of everyone, including pupils " . Students should be taught that societal coherence occurs because each and everyone put in attempt and play our portion in lending to the wellbeing of the state. The issue is relevant to both grownups and pupils.

From my personal observation, about all Singapore Schools repeat the same NE programmes for their pupils every twelvemonth, differing merely at the activities to be completed at single degrees. As such, pupils were bored of it, and older pupils particularly, expressed cynicism, and were unresponsive to the programmes. Hence, I feel that the 2nd challenge that I would confront as a get downing instructor in the effort to put to death the enterprises is eliciting pupils ' involvement in the engagement of NE-related activities.

Unlike the traditional topics that we were taught to learn in the instruction institute, NE is non merely another topic where pupils learn by conventional instruction methods. In fact, pupils understand the constructs in NE better when the activities are prosecuting, merriment and capture their attending. Although pupils reflected that programmes designed by the school 's NE commission were everyday, get downing instructors, including myself, are unable to plan and implement new thoughts in topographic point of old 1s, with bing NE models in schools. On the contrary, I would be expected to follow the guidelines and present a similar NE lesson. As a get downing instructor with limited learning experience and teaching methods accomplishments, I would miss the ability in transform these guidelines into prosecuting and interesting lessons on par as that of the experient instructors.

Most experient instructors are able to present interesting NE lessons, transforming the repetitive, dull lesson into prosecuting sharing lessons while staying by the guidelines. They reflected on their past instruction experiences, gathered feedback from old batches of pupils, and modified

their instruction teaching method consequently to appeal to pupils ' involvement. Therefore, pupils ' involvements in NE activities are aroused and they participate actively in it. On the other manus, get downing instructors enter schoolrooms today with high outlooks of ourselves and of our pupils. Our learning method would be influenced by single background and assorted learning theories. However, the deficiency of experience in the instruction field would impact the quality of the lesson bringing as I would be unable to accommodate to pupils ' demands. In add-on, I would be given to avoid diverting from the model to plan newer, more exciting lessons as I fear for botching the balance between merriment and content. After all, the intent of the NE lesson would be defeated if there is more merriment than content.

To reason, the aims of NE could be attained through appropriate programmes and it is therefore highly of import to instill a sense of relevance in our pupils and to elicit their involvement in NE activities. When faced with challenges in the effort to implement the policies, get downing instructors should detect, persevere and seek for aid to get the better of them. Through these challenges, we would turn to go better pedagogues and in bend, supply the greatest benefits to the pupils.