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Secondary education in Singapore is largely public, and is compulsory until a child has reached 15 years of age. There are three main public secondary education streams: Express, Normal (Academic) (N(A)), and Normal (Technical) (N(T)), with special and private education courses also being available. At the end of public primary education, Singapore students take the Primary School Leaving ...

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Labouring to Learn examines academic mobility pathways among ethnic minority Tamil youths in public secondary schools and vocational institutions in Singapore. The book qualitatively examines the interactive effects of race and class on the educational performance of Tamil youths through the lens of social capital. Despite their numerically majoritarian position within the Indian population in Singapore, the foreclosed access for Tamils to diverse class networks within the ethnic community as well as limited inter-ethnic interactions has historically truncated the means to resources and opportunities for social mobility. In schools, the narratives of Tamil boys and girls from the weaker academic streams and economically disadvantaged backgrounds reveal that they typically experience exclusion on account of racial, economic and academic marginalization in their everyday lives. Turning to bonding ties among peers and family members provide social support resources that offer some respite from marginalization. On the flipside, articulations of resistance ensue among Tamil youths that tangibly take time away from learning on one hand, but on the other, runs the danger of empowering the cultural deficit rhetoric for mainstream society to explain poor academic performance among ethnic minorities. The account of educational marginalization amongst Singaporean Tamil youths contributes towards understanding social inequality in a non-liberal multicultural context where marginalization is differentially experienced across ethnic minority groups and traced to broader socio-historical contexts of migration, assimilation and minority-majority relations. Furthermore, it also articulates the utility of a social capital framework in historically revealing how educational inequality emerged and continues to be sustained in a postcolonial context.



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As teachers we often tend to expect other countries to teach chemistry in much the same way as we do, but educational systems differ widely. At Bielefeld University we started a project to analyse the approach to chemical education in different countries from all over the world: Teaching Chemistry around the World. 25 countries have participated in the project. The resulting country studies are presented in this book. This book may be seen as a contribution to make the structure of chemistry teaching in numerous countries more transparent and to facilitate communication between these countries. Especially in the case of the school subject chemistry, which is very unpopular on the one hand and occupies an exceptional position on the other hand – due to its relevance to jobs and everyday life and most notably due to its importance for innovation capacity and problem solving – we have to learn from each others' educational systems.

This book brings together selected papers from a conference focusing on Redesigning Pedagogy, organized by the Centre for Research in Pedagogy and Practice, National Institute of Education, Singapore. The papers are organised around seven key themes: Literacy Education, Relations of Power, Reflection, Meaning Making, Evaluation, and Mathematics and Science

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EMBRACE DYSLEXIA is an initiative by the Dyslexia Association of Singapore (DAS) which endeavours to foster greater awareness about dyslexia with the aim of helping everyone to understand both the strengths and the challenges in the lives of individuals who have dyslexia. An initiative of EMBRACE DYSLEXIA was to encourage individuals with dyslexia to share their personal stories so that they may become role models for the young students that are supported by DAS. More than 50 personal stories of dyslexia are included in this book all are individuals who have worked to make a difference in the fabric of Singapore and wish to instill in young students with dyslexia to strive for equal if not greater success in their educational journeys This book was released in Singapore's 50th anniversary, and contains the story of Former Prime Minister Lee Kuan Yew a dyslexic, visionary, leader, father and builder of a Nation. Indeed, many of the contributors to the book cite Mr Lee as an inspiration to their own success, he gave them the determination and passion to pursue their dreams and passions. It is an inspiring read and gives hope to those families who have children with learning differences such as dyslexia.

This book contains papers presented at the International Conference on Science Education 2012, ICSE 2012, held in Nanjing University, Nanjing, China. It features the work of science education researchers from around the world addressing a common theme, Science Education: Policies and Social Responsibilities. The book covers a range of topics including international science education standards, public science education and science teacher education. It also examines how STEM education has dominated some countries ' science

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education policy, ways brain research might provide new approaches for assessment, how some countries are developing their new national science education standards with research-based evidence and ways science teacher educators can learn from each other. Science education research is vital in the development of national science education policies, including science education standards, teacher professional development and public understanding of science. Featuring the work of an international group of science education researchers, this book offers many insightful ideas, experiences and strategies that will help readers better understand and address challenges in the field.

This book presents innovations in teaching and learning science, novel approaches to science curriculum, cultural and contextual factors in promoting science education and improving the standard and achievement of students in East Asian countries. The authors in this book discuss education reform and science curriculum changes and promotion of science and STEM education, parental roles and involvement in children's education, teacher preparation and professional development and research in science education in the context of international benchmarking tests to measure the knowledge of mathematics and science such as the Trends in Mathematics and Science Study (TIMSS) and achievement in science, mathematics and reading like Programme for International Student Assessment (PISA). Among the high achieving countries, the performance of the students in East Asian countries such as Singapore, Taiwan, Korea, Japan, Hong Kong and China (Shanghai) are notable. This book investigates the reasons why students from East Asian countries consistently claim the top places in each and every cycle of those study. It brings together prominent science

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educators and researchers from East Asia to share their experience and findings, reflection and vision on emerging trends, pedagogical innovations and research-informed practices in science education in the region. It provides insights into effective educational strategies and development of science education to international readers.

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