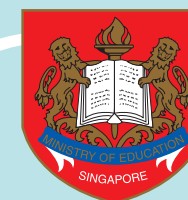




THE SPED TEACHING PROFESSION: JOURNEYS OF EXCELLENCE



Ministry of Education
SINGAPORE

**I HAVE CHOSEN TO
BECOME A SPED
TEACHER.**

**HOW CAN I
GROW IN THIS
PROFESSION?**



ENGAGEMENT EFFORTS

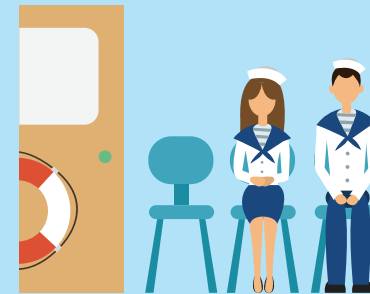
In order to enable the cross verification of viewpoints and ensure maximum stakeholder engagement in a diverse sector, multiple key stakeholders were engaged and their perspectives were sought on current challenges and opportunities within the SPED sector.



More Than **1000** SPED Teachers Participated In SPED Teacher Online Survey



24 Executive Interviews With SSA/Agency Stakeholders



23 Executive Interviews With Principals And Vice-Principals



19 Schools Submitted Data Collection Toolkits Outlining Current HR Policies And Programmes



Focus Group Discussion Sessions With More Than **130** SPED Teachers



9 SSA HR/Admin Managers Participated In Executive Interviews



In Total, More Than **70%** Of Singapore's SPED School Teachers Were Engaged

Research was also conducted to understand SPED HR policies and practices in countries such as Hong Kong, Japan, Australia, Finland, England, Scotland, Northern Ireland and Canada.

OVERVIEW OF KEY RECOMMENDATIONS: PROFESSIONALISING THE SPED SECTOR

The key recommendations from the SPED HR Study, as represented by the frameworks highlighted in the table below, seek to empower teachers to take ownership of their professional development and growth as well as advocate for continuous learning and development. In doing so, consistent and higher standards in teaching and learner will be engendered.

RECOMMENDATIONS



SPED TEACHER CAREER FRAMEWORK

With more job levels and two distinct tracks
(Leadership and Teaching Tracks)



SECTOR-WIDE ROLE PROFILES

With detailed job roles and responsibilities



COMPETENCY FRAMEWORK

With desired knowledge and skills
for each role profile



TRAINING ROADMAP

With courses mapped to specific
competencies

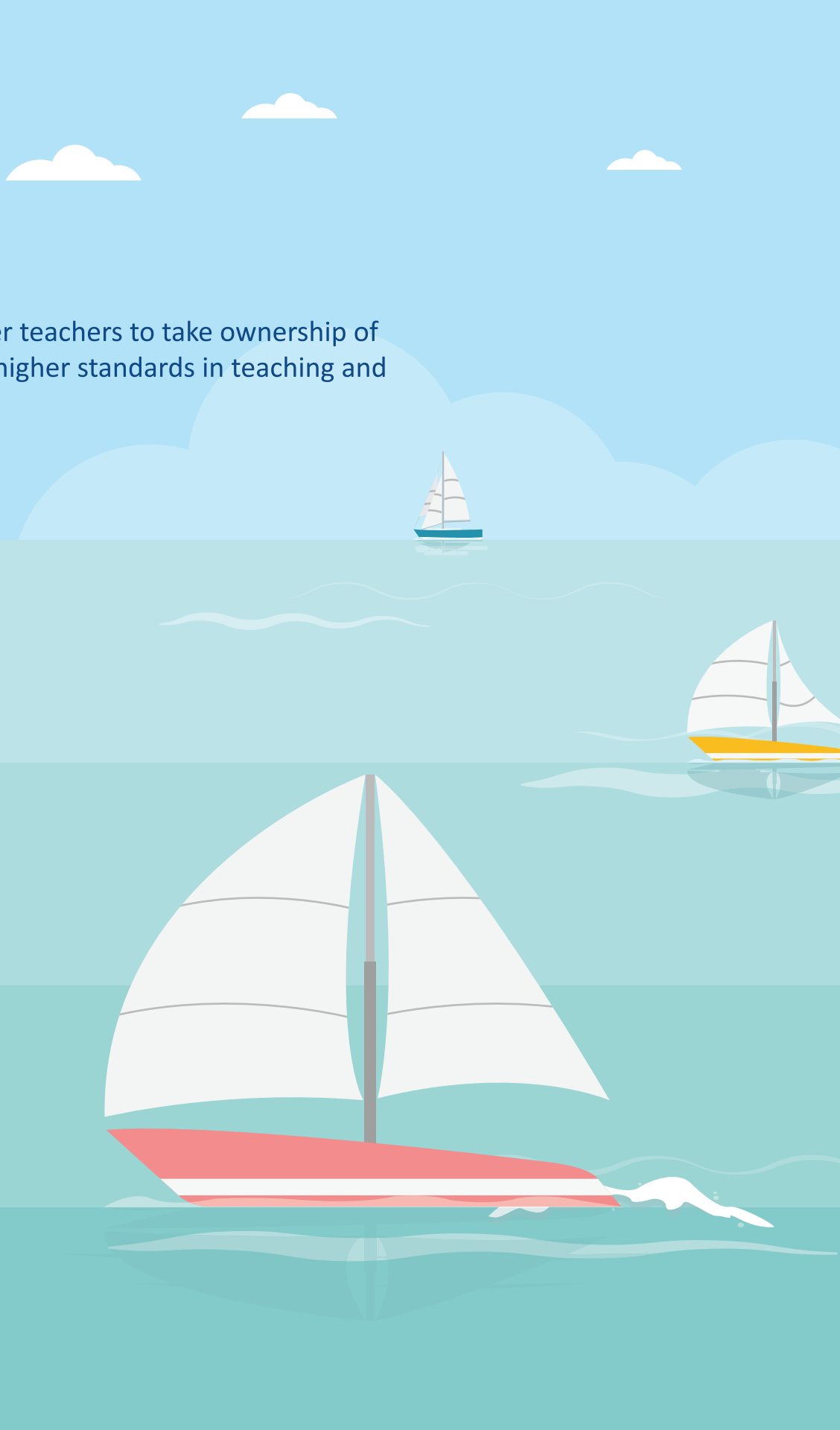
WHAT THIS MEANS FOR YOU

Provides you with more progression opportunities
and greater diversity in roles you can progress to.

Provides you with a clear understanding of what
your role entails as well as possible future roles you
may aspire to take on.

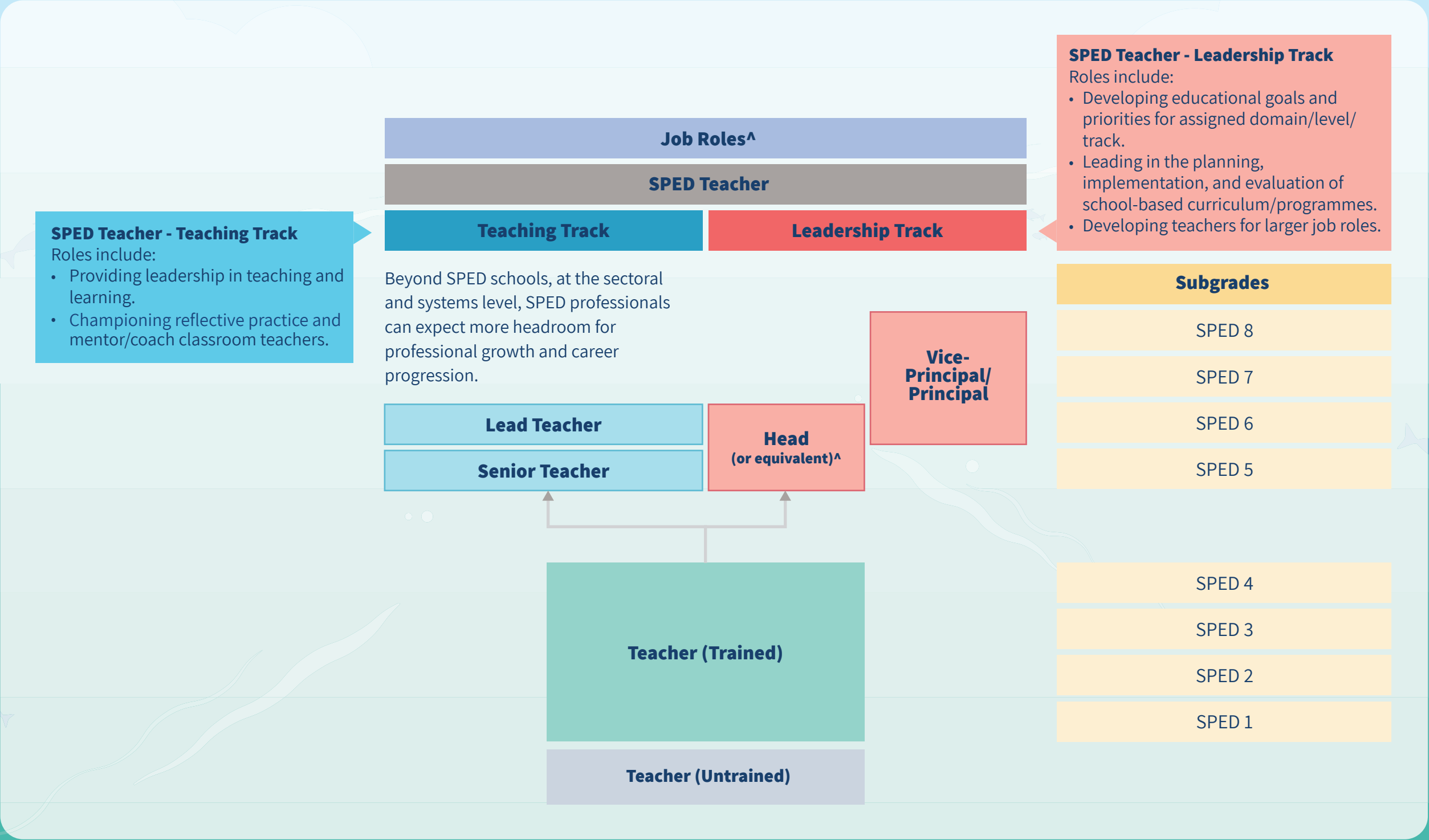
Provides you with clarity of the key skills and
competencies required of your role.

Encourages you to plan, identify and participate in
professional development activities, to upgrade and
enhance your skills for current and desired job roles.



THE SPED TEACHER CAREER FRAMEWORK

A sector-wide SPED Teacher Career Framework has been developed, taking into account the needs of the sector and aspirations of teachers.

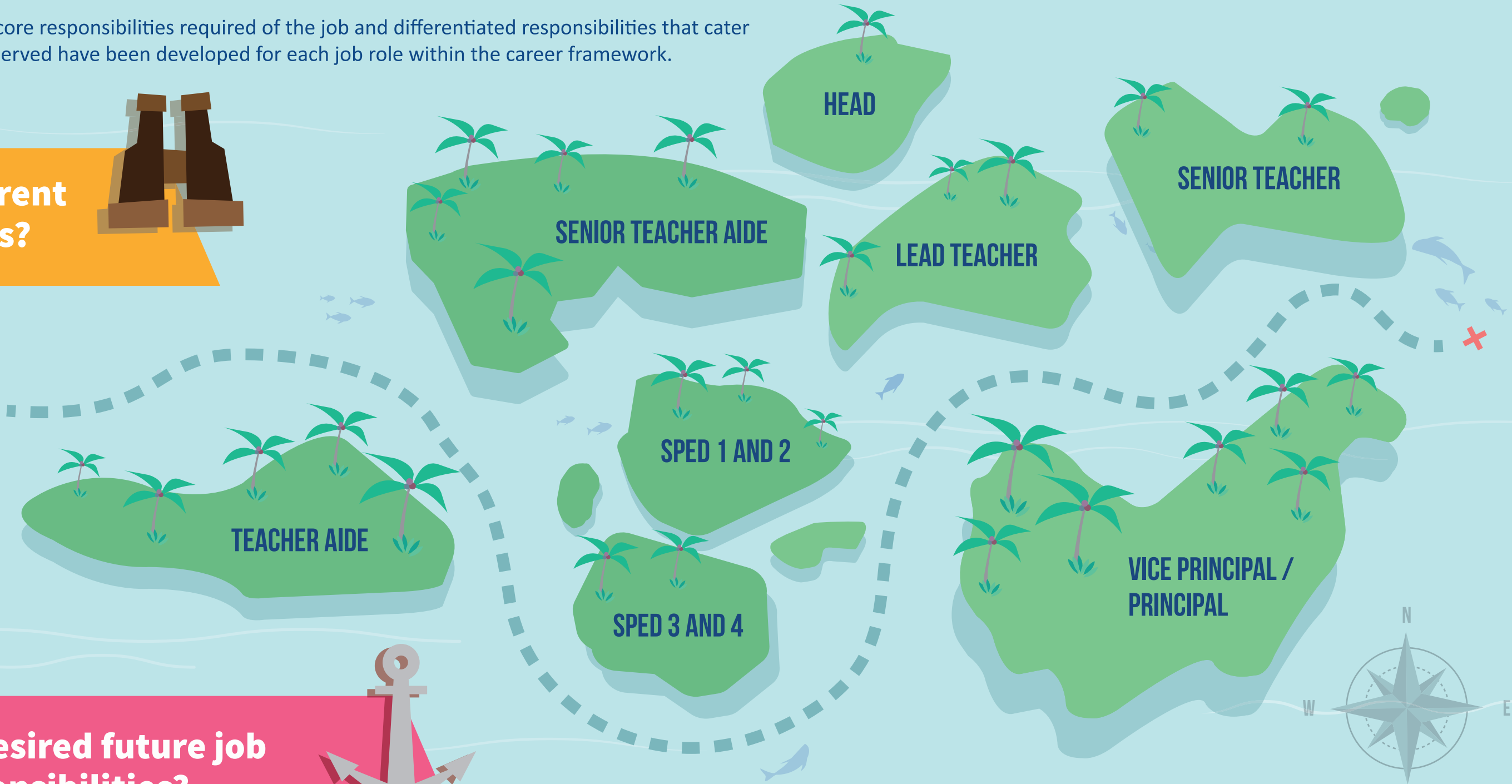


^The SPED job roles outline the typical designations in SPED schools. Schools may have the flexibility to align the job roles to their current nomenclature (e.g. 'Head' role can be Head of Department or Head of Programme, Level or Subject Head).

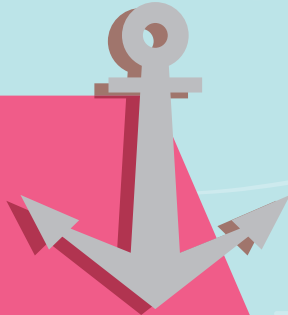
ROLES AND RESPONSIBILITIES

Role profiles, detailing the core responsibilities required of the job and differentiated responsibilities that cater to the profiles of students served have been developed for each job role within the career framework.

What is my current job role or roles?



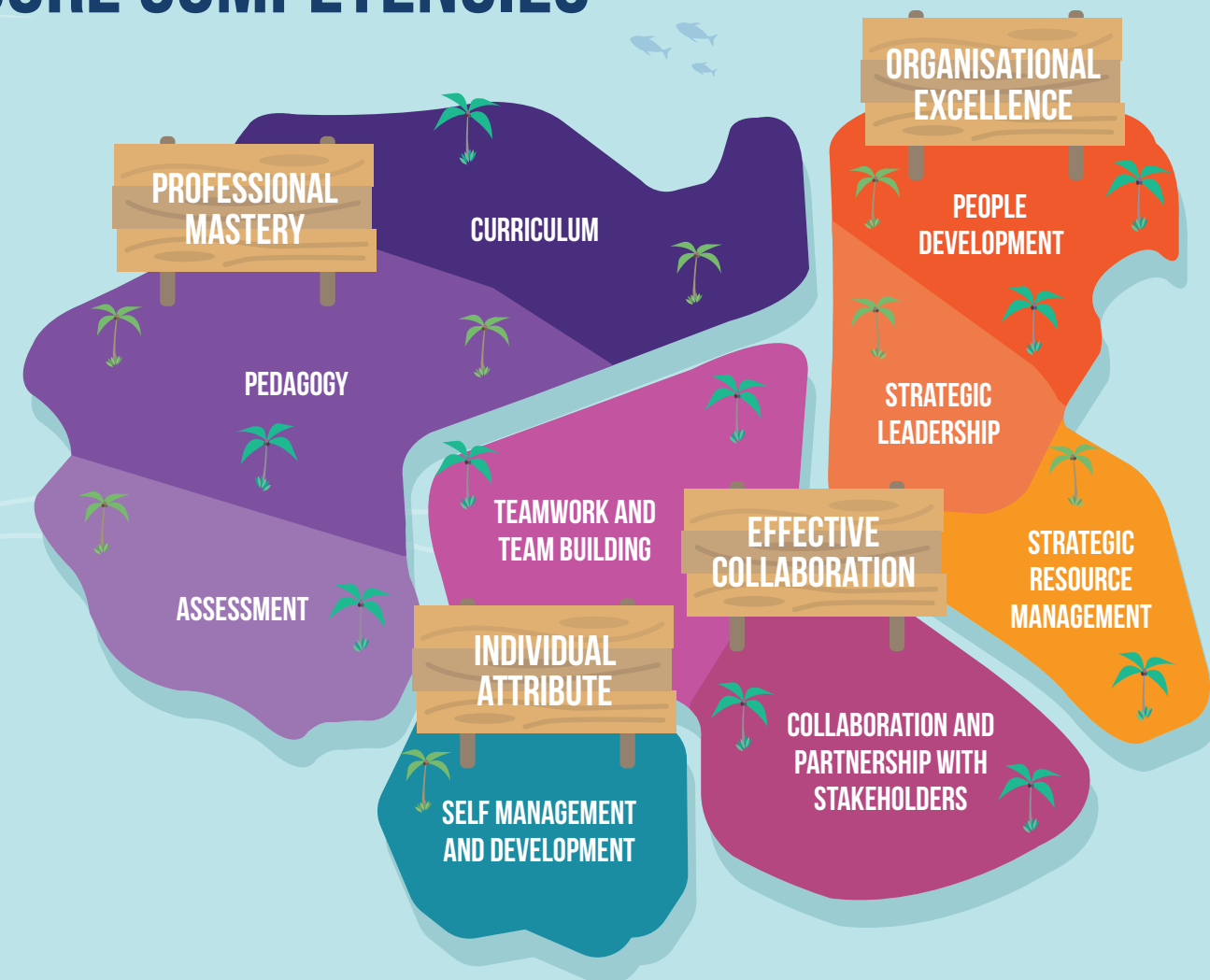
What are my desired future job roles and responsibilities?



SPED TEACHER COMPETENCY FRAMEWORK: **OVERVIEW**

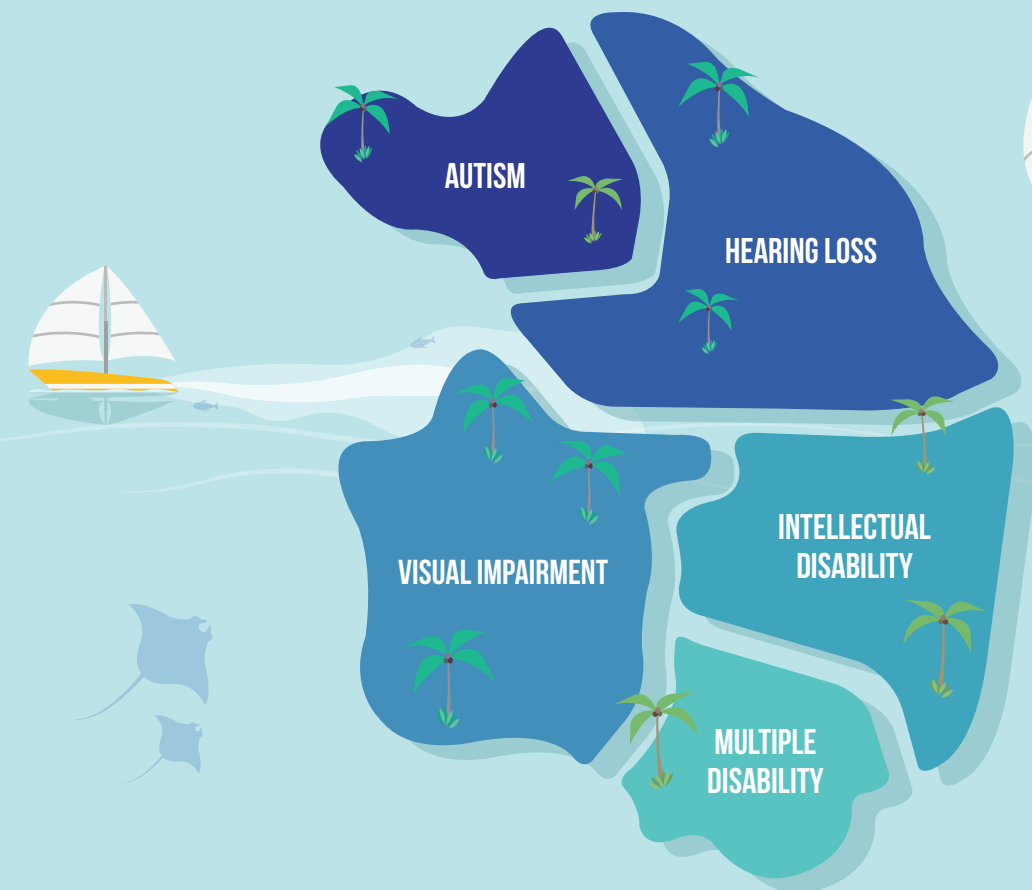
To support SPED teachers in understanding the desired skills and competencies required for each job role, the competency framework and training roadmap have been created.

CORE COMPETENCIES



What are my **strengths** and areas for **growth**?

FUNCTIONAL COMPETENCIES



What are the **core** and **functional** competencies required of me to fulfil my roles with the best of outcomes (for my students and my school)?

SPED TEACHER COMPETENCY FRAMEWORK

With the SPED teacher competency framework, you can now plan for your learning and development in more targeted ways. You can think about the competency areas that you may want to develop and discuss these with your Reporting Officer. A Training Roadmap has also been developed to support you in identifying relevant learning and development courses.

	Professional Mastery					
Competency	Pedagogy					
Definition	Apply evidence-based strategies and interventions to ensure that each student is engaged and learns effectively					
Proficiency Level	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Proficiency Description	<ul style="list-style-type: none">Assist in implementing pedagogies	<ul style="list-style-type: none">Implement pedagogies with reference to student IEP goals	<ul style="list-style-type: none">Customise pedagogies with reference to student IEP goals	<ul style="list-style-type: none">Integrate a range of pedagogies to cater to student learning needs	<ul style="list-style-type: none">Lead in development of pedagogical policy to maximise student engagement and learning	<ul style="list-style-type: none">Advocate school-wide / sector-wide pedagogical policy
Knowledge	<ul style="list-style-type: none">Factors influencing student safety and well-being in classroom environmentsRange of classroom routines and work systemsMethods for collecting data on student behaviour patternsRange of proactive behaviour interventionsSpecific disability profiles and co-occurring conditionsPreferences, interests, needs and strengths of individual students (PINS)Mode(s) of communication appropriate to the disability profileRange of learning resources, including use of ICT, within a class	<ul style="list-style-type: none">Factors influencing student safety and well-being in various learning environments (not limited to classrooms)Routines and work systems across various learning environmentsRange of disability profiles and co-occurring conditionsLearning theories and their application/ relevance to Special Educational NeedsPedagogies appropriate to disabilityRange of learning resources, including use of ICT, to support different learning needs	<ul style="list-style-type: none">Strategies to design and review learning environmentsStrategies to evaluate classroom management strategiesMethods to analyse, interpret and report data collectedTriggers and functions of challenging behaviourRange of behaviour interventions for at-risk students with challenging behavioursMethods to develop behaviour support planBest practices in pedagogies appropriate to disability and domainStrategies for adapting pedagogies appropriate to disability and domainStrategies to customise learning resources to support individual student needs	<ul style="list-style-type: none">Strategies to design and review learning environmentsStrategies to evaluate classroom management strategiesMethods to analyse, interpret and report data collectedTriggers and functions of challenging behaviourRange of behaviour interventions for at-risk students with challenging behavioursMethods to develop behaviour support planTrends in pedagogies appropriate to disability and domainStrategies to create new learning resources and leverage ICT to optimise learning of individual student	<ul style="list-style-type: none">Infrastructural provisions and learning environment designsStrategies to establish school-wide behaviour support systemTrends in pedagogies appropriate to disability and domainStrategies to create new learning resources and leverage ICT to optimise learning of individual student	<ul style="list-style-type: none">Infrastructural provisions and learning environment designsRange of school-wide behaviour support policiesTrends in pedagogies appropriate to disability and domainStrategies to create new learning resources and leverage ICT to optimise learning of individual student

What are the professional development opportunities available that can help me develop and hone my skills to be more effective in my current job role and/or prepare me for my desired future role?

4 **KEY** RECOMMENDATIONS IN SUMMARY



SPED TEACHER CAREER FRAMEWORK

Provides you with more progression opportunities and greater diversity in roles you can progress to.



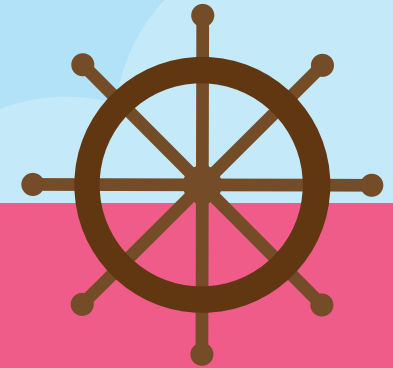
SPED TEACHER ROLE PROFILES

Provides you with a clear understanding of what your role entails as well as possible future roles you may aspire to take on.



SPED TEACHER COMPETENCY FRAMEWORK

Provides you with clarity of the key skills and competencies required of your role.



TRAINING ROADMAP

Encourages you to plan, identify and participate in professional development activities, to upgrade and enhance your skills for current and desired job roles.



FOR MORE INFORMATION, PLEASE SCAN TO LINK TO

THE SPED TEACHING PROFESSION: JOURNEYS OF EXCELLENCE
- A DEVELOPMENT GUIDE FOR TEACHERS



“When I first stepped into the arena of SPED in 1991, I came without experience or training. It was a 'baptism of fire'. While passion may be the spark, it takes knowledge and skills to keep the fire burning. The SPED HR package will ignite the further professional development and growth of SPED teachers to make a difference for our students.”

MS NORIYAH SANI
HEAD OF PROGRAMME - AWWA SCHOOL



“The SPED HR recommendations will further enhance the already high professionalism, morale and passion of the SPED fraternity. SPED educators now have greater clarity, opportunities and options in charting our career pathways. Let us advance and continue to serve our students with our hearts and minds!”

MR KENNETH LAI
HEAD OF DEPARTMENT PE/SPORTS APSN-TANGLIN SCHOOL



“The new HR frameworks are a timely inspiration and guide for educators. With these frameworks, SPED educators will know how to set out to possess and demonstrate skills, knowledge and dispositions needed to be effective professionals in support of students with different profiles and needs.”

MDM RUBY CHIEW
PRINCIPAL – AWWA SCHOOL



“I am delighted with the comprehensive HR recommendations. These changes will enhance the competence of SPED teachers and spur all of us to achieve better outcomes for our students. Ultimately, it will boost the overall teacher quality and professionalism of the SPED sector! Kudos!”

MRS ANGELA LEE
PRINCIPAL - APSN CHAOYANG SCHOOL



“Kudos to the Ministry of Education for the recent HR recommendations that support the development and growth of SPED teachers. This positive move is a recognition of the importance placed on the work of our SPED teachers. Let’s celebrate this milestone and embrace it with open arms.”

MS SUZANNA SOO
PRINCIPAL - MINDS LEE KONG CHIAN GARDENS SCHOOL



“We don’t build a school, We build people who build the school.

Teachers impact lives beyond our imagination. No one can tell where their influence stops.”

MS JESSICA WEE
PRINCIPAL – RAINBOW CENTRE - YISHUN PARK SCHOOL



“HR retention and development are crucial to the success of any organization. The recommendations of this HR study will support existing efforts in driving professionalism and uplifting educators, to achieve better education outcomes for our students.”

MS LOY SHEAU-MEI
VICE-PRINCIPAL- PATHLIGHT SCHOOL



“The HR Study recommendations give timely recognition to the professionalism of the SPED teaching fraternity. Yet, this milestone also signals that SPED teachers will need to keep on growing their competencies. Our students will benefit greatly from their ever increasing skill and commitment.”

MR BERNARD CHEW
CHIEF EXECUTIVE OFFICER – ST. ANDREW’S AUTISM CENTRE




“The recommendations outlining the educators’ role, supported by competency framework and training roadmap, will further enhance the service delivery at SPED and learning experience of our students. The career framework would also facilitate the aspirations of educators to pursue distinct career movements.”

MR ANJAN GHOSH
DIRECTOR, SECTOR MANPOWER - NATIONAL COUNCIL OF SOCIAL SERVICE



“The new HR initiatives will provide teachers in SPED schools with a more clearly defined career trajectory, highlighting their very important contribution towards a more inclusive society, as well as building capacity and equipping them with the competence and confidence to provide excellent service.”

ASSOCIATE PROFESSOR CAROLINE KOH
HEAD, PSYCHOLOGY AND CHILD & HUMAN DEVELOPMENT (PCHD) -
NATIONAL INSTITUTE OF EDUCATION, NANYANG TECHNOLOGICAL UNIVERSITY



Our society should value every person, no matter who he is, what he was born with, or without, because every person matters to us. How Singapore takes care of those with disabilities will show whether it is a democracy of deeds or a democracy of words.

**PRIME MINISTER LEE HSIEN LOONG -
NOV 2014**

