



THE SPED TEACHING PROFESSION: JOURNEYS OF EXCELLENCE

A DEVELOPMENT GUIDE FOR TEACHERS



Ministry of Education
SINGAPORE

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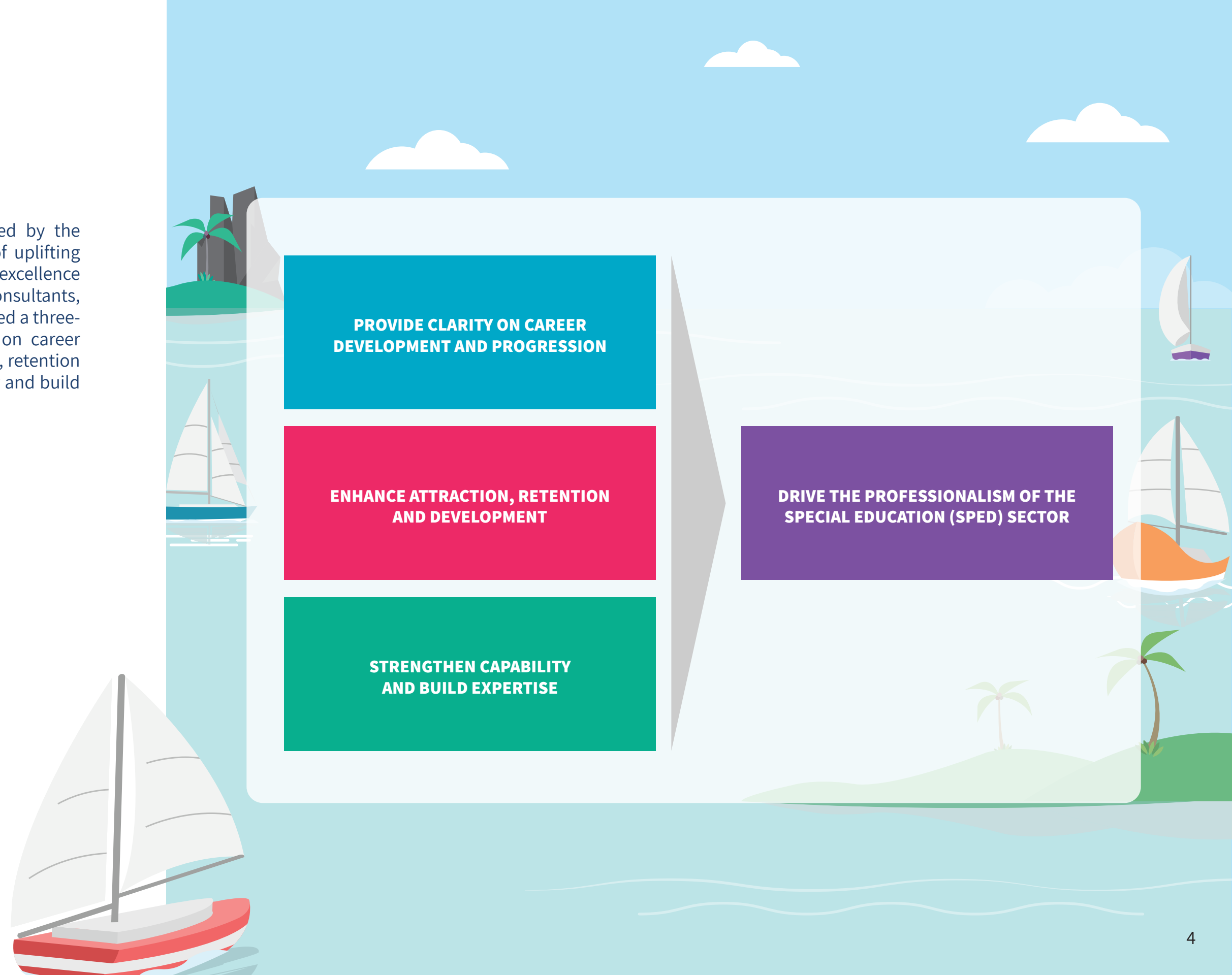
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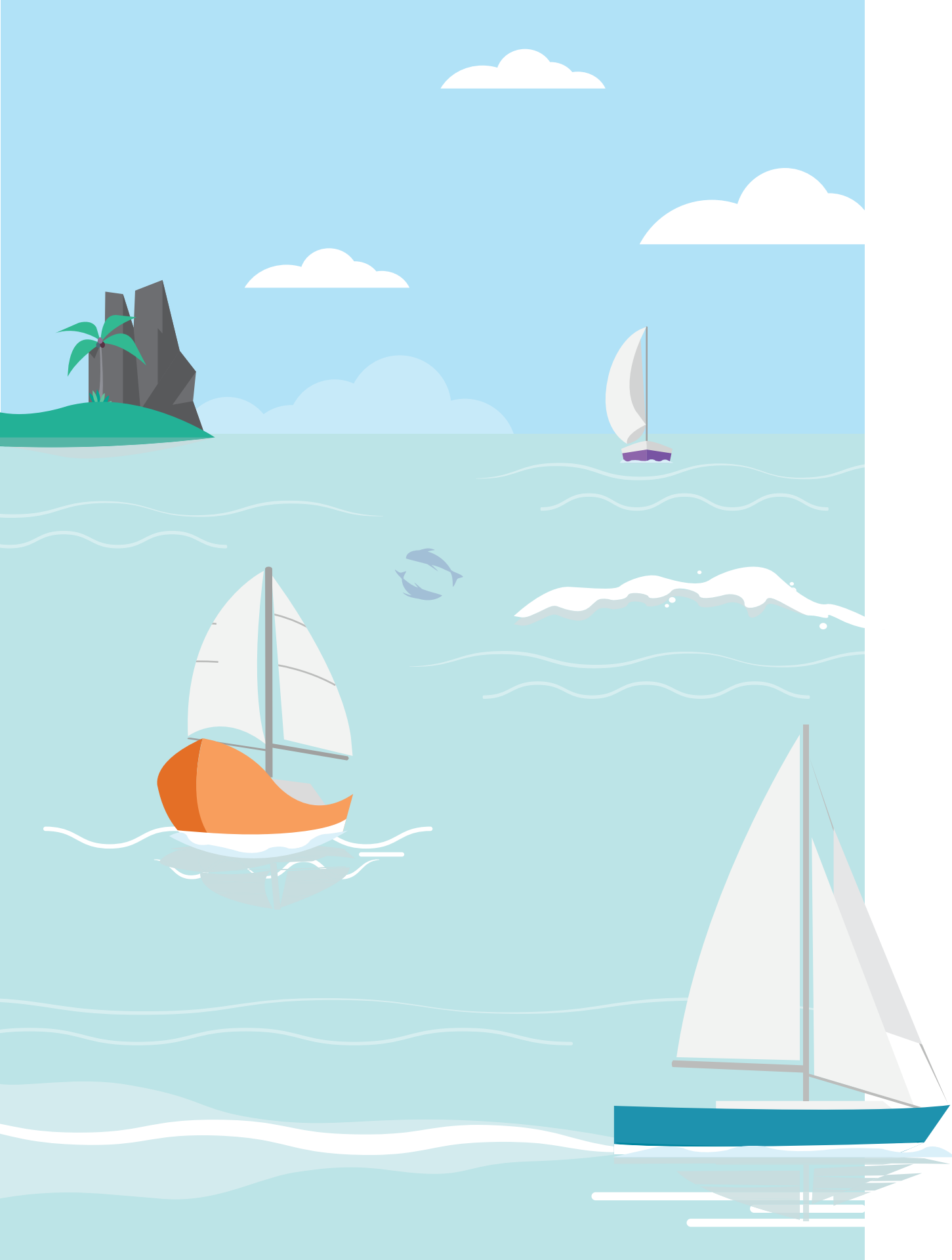


CHAPTER 1: BACKGROUND OF STUDY AND RECOMMENDATIONS

AIM OF STUDY

The SPED HR Consultancy study was commissioned by the Ministry of Education (MOE) in 2018 with the aim of uplifting the quality of SPED through driving professional excellence in the SPED teaching fraternity. The study led by consultants, Mercer (Singapore) Pte Ltd and Empact Pte Ltd, adopted a three-fold approach which sought to (a) provide clarity on career development and progression, (b) enhance attraction, retention and development, as well as (c) strengthen capability and build expertise of teachers.





APPROACH

The study was carried out in four phases. Phase 1 comprised a comprehensive environment scan, to understand current realities, and analyse sector realities. In Phases 2 and 3, sectoral frameworks were developed to address the current gaps and uplift the SPED sector. Phase 4 saw the development of the communications plan to engage Social Service Agencies (SSAs), school leaders and teachers and guide schools/SSAs in the implementation of the recommendations:

Phase 1: Ascertaining current realities

Beyond research of best practices and analysis of current policies/ data, feedback and insights were also garnered through focus group discussions, surveys and interviews with key stakeholders in the SPED fraternity.

Phase 2: Development of sectoral career framework with comprehensive role profiles

The job roles and career framework were developed based on input and feedback gathered in Phase 1. The sector-wide SPED Teacher Career Framework consists of two distinct career tracks, with role profiles for all teachers outlining core expectations and accountabilities across the SPED sector.

Phase 3: Development of competency frameworks with training roadmap

This is aligned to the sectoral career framework and role profiles developed in Phase 2. The competency framework outlines the core knowledge and skills required of each role profile.

Phase 4: Communications and engagement of key stakeholder groups

Key stakeholders including SSAs, school leaders, and teachers were engaged to provide feedback, recommendations and refinements to the frameworks developed.

APPROACH

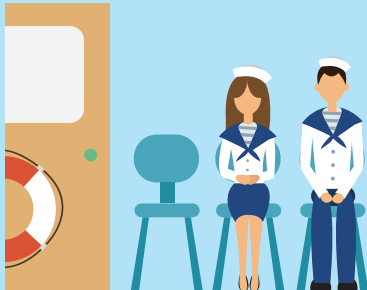
To ensure significant stakeholder engagement in the gathering of feedback, multiple key stakeholders were engaged, and their perspectives were sought from Phase 1 to Phase 3. The span of engagement efforts included the following:



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



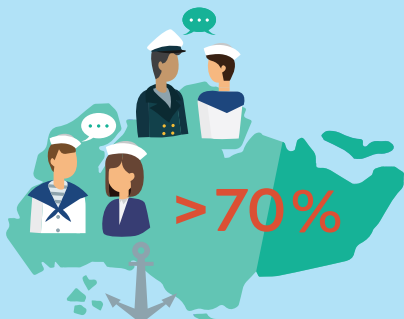
19 Schools' Data Collection Toolkits Detailing Current HR Policies And Programmes



Focus Group Discussions With More Than **130** SPED Teachers

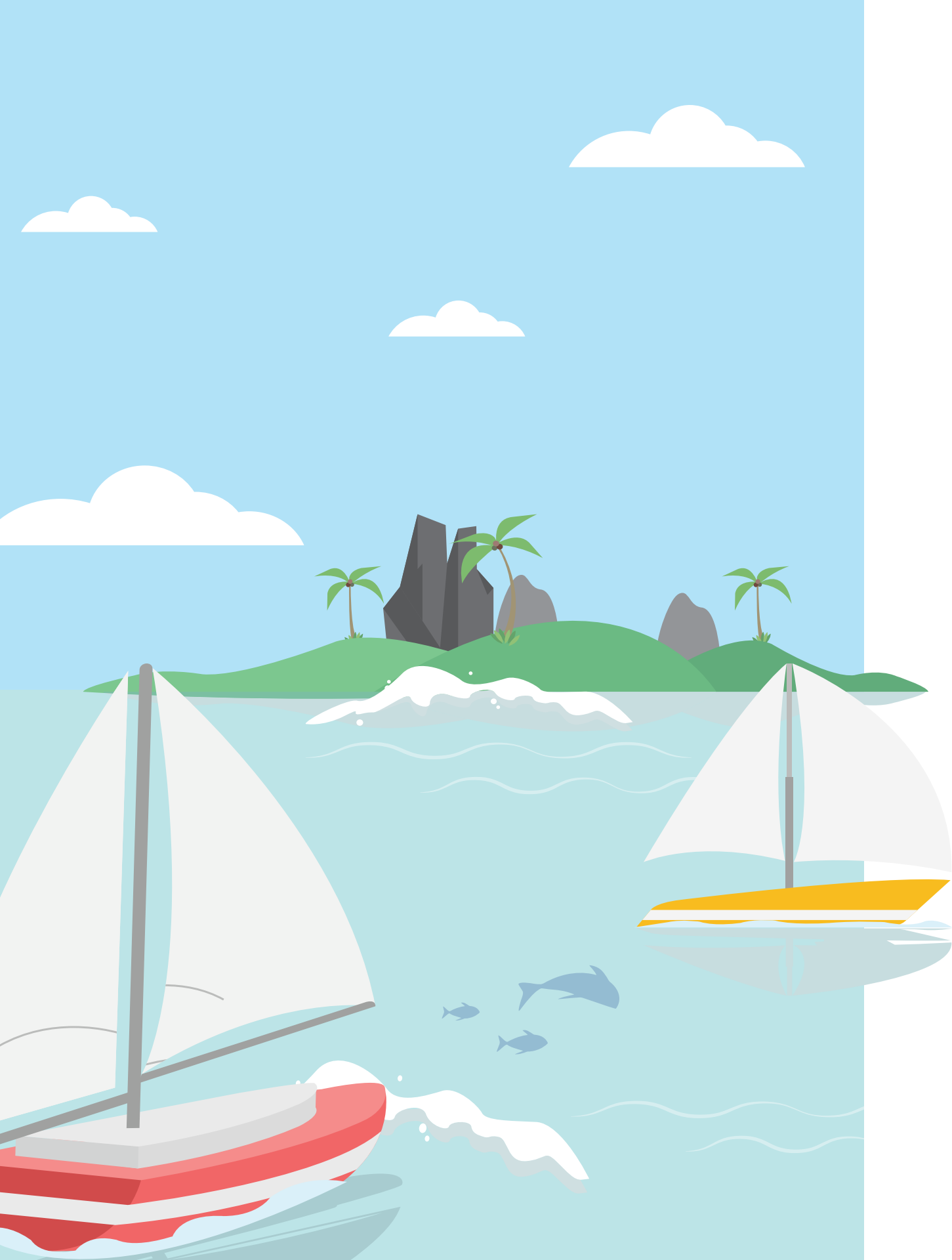


Executive Interviews With **9** SSA HR/Admin Managers



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 so doing, consistent and higher standards in teaching and learning will be engendered.

Recommendations	What This Means For You
SPED Teacher Career Framework With more job levels and two distinct tracks (Leadership and Teaching Tracks)	Provides you with more progression opportunities and greater diversity in roles you can progress to.
Sector-wide Role Profiles With detailed job roles and responsibilities	Provides you with a clear understanding of what your role entails as well as possible future roles you may aspire to take on.
Competency Framework With desired knowledge and skills for each role profile	Provides you with clarity of the key skills and competencies required of your role.
Training Roadmap With courses mapped to specific competencies	Encourages you to plan, identify and participate in professional development activities, to upgrade and enhance your skills for current and desired job roles.

NAVIGATING THE GUIDE AND SECTORAL FRAMEWORKS

This guide is designed to familiarise you with the various sectoral frameworks. It contains important information with regard to what the new frameworks would mean for you and your career in the SPED sector. The guide is:

INTENDED TO BE:

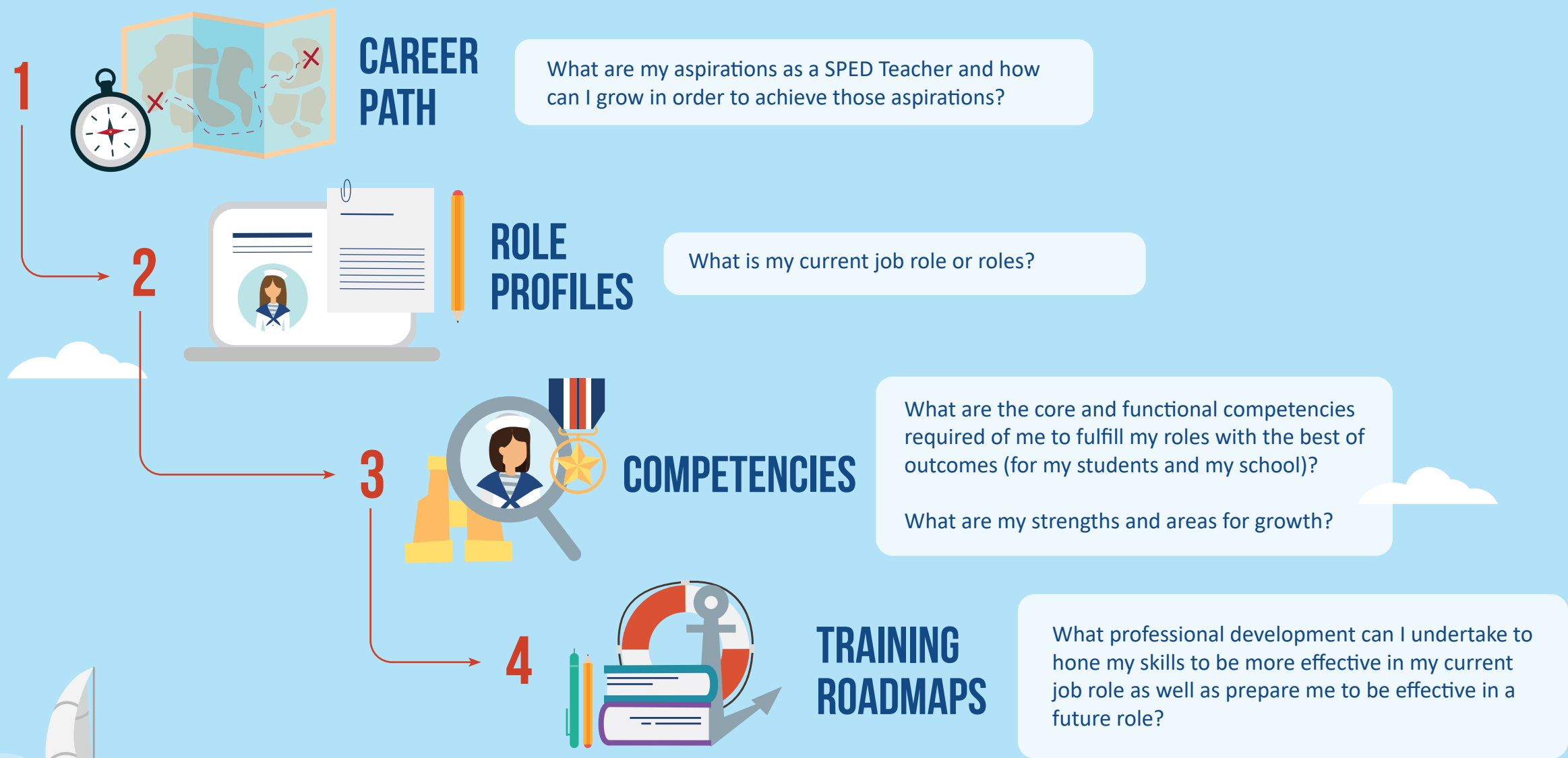
A guide for your professional and career development – to identify aspirations and opportunities, and enhance readiness for growth and progression.

NOT INTENDED TO BE:

A roadmap to promotion
A checklist for promotion

NAVIGATING THE GUIDE AND SECTORAL FRAMEWORKS

The various sectoral frameworks are harmonised to provide a systematic approach to planning your career and professional development.





CHAPTER 2: SPED TEACHER CAREER FRAMEWORK

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. Key features of the framework include:

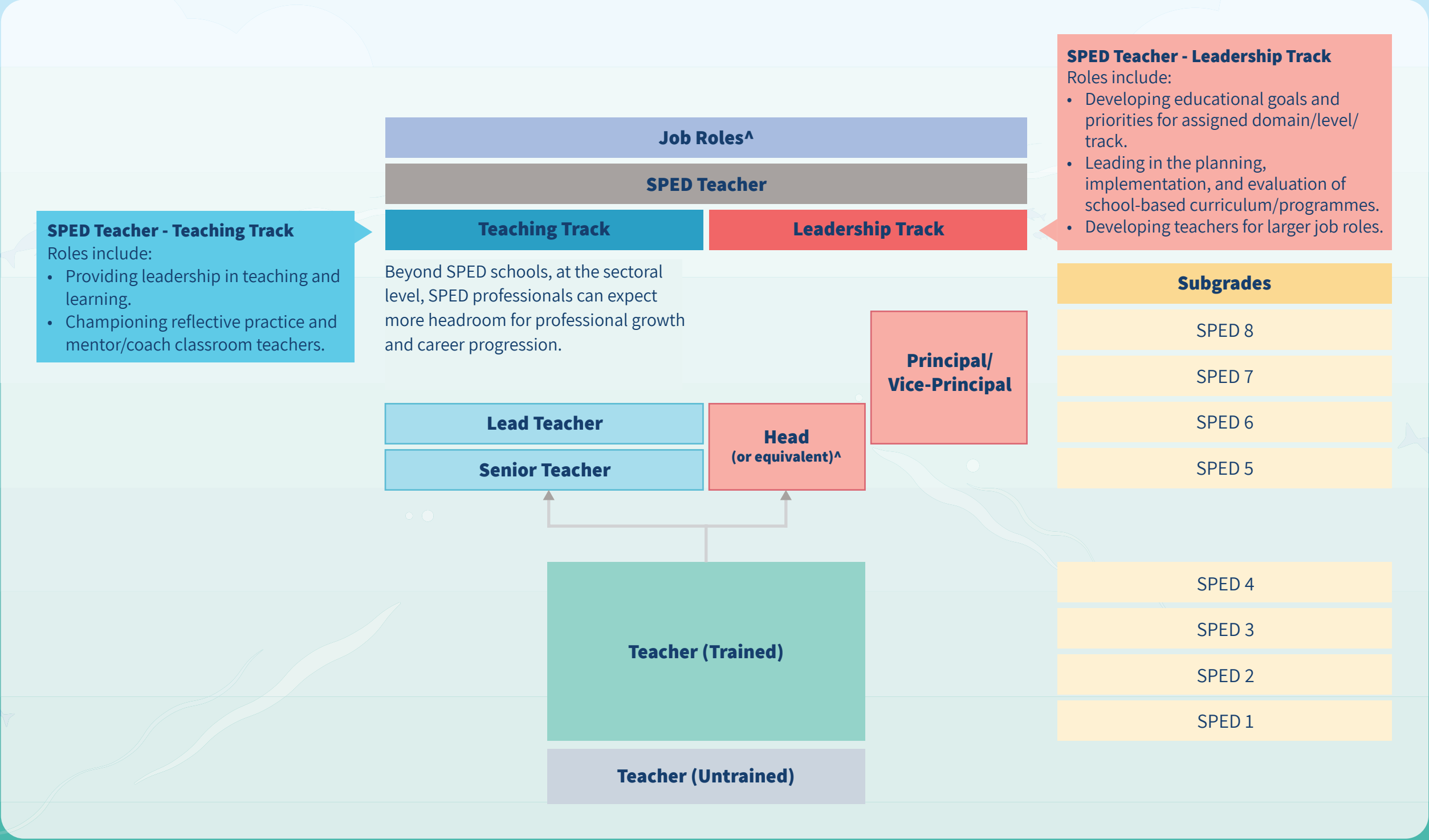
- More SPED classroom teacher levels, to provide additional opportunities for progression.
- Two distinctive career tracks (Teaching and Leadership), to cater to the different talents, abilities and aspirations of teachers and allow for the development of diverse talents so as to grow deep and broad professional expertise in the sector.

Teaching track	Leadership track
This track caters to teachers who are passionate about deepening/developing specialisations in pedagogical content knowledge and curricular areas, as well as providing mentorship to teachers in teaching and learning.	This track caters to teachers who are keen on and have demonstrated the ability to assume management responsibilities, and lead in the planning, implementation and evaluation of school-based curriculum/ programmes.

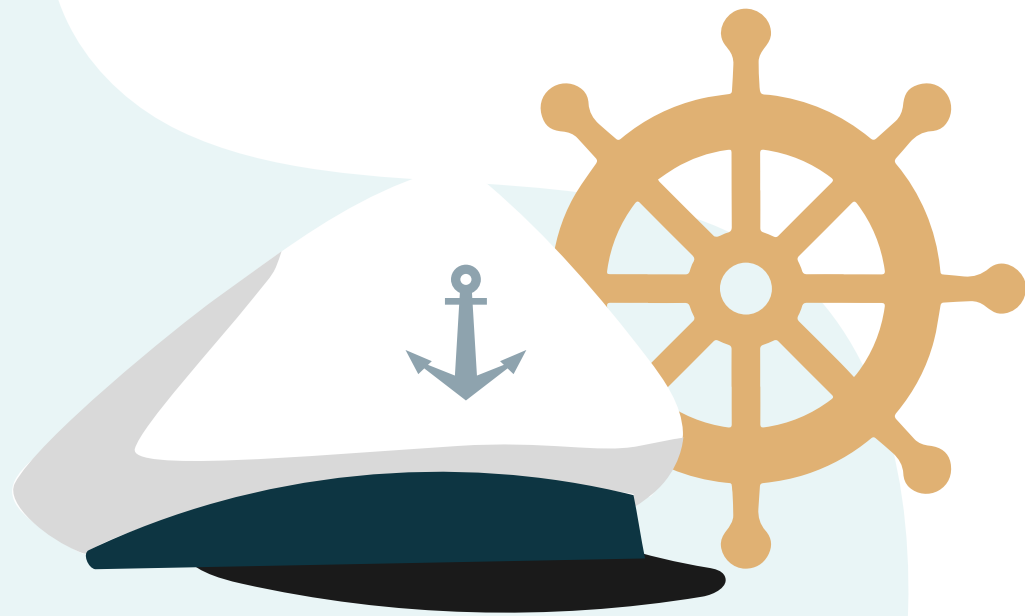
- The options available to you will depend on factors such as your potential to perform in the new role, your career aspirations, your strengths and development needs, the availability of jobs, and your readiness in progressing on the teaching and/or leadership tracks. You may discuss your career aspirations and your readiness with your Reporting Officer.



SPED TEACHER CAREER FRAMEWORK



^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).



CHAPTER 3: SPED TEACHER ROLE PROFILES

SPED TEACHER ROLE PROFILES

For each job role within the SPED Teacher Career Framework, role profiles detailing the **core** responsibilities required of all teachers within the job role and **differentiated** responsibilities that cater to the profiles of students served have been developed.

- SPED 1 and 2
- SPED 3 and 4
- Senior Teacher, Lead Teacher, Head
- Vice Principal and Principal



SPED TEACHER ROLE PROFILES

As seen in the SPED Teacher Career Framework, there are four subgrades (i.e. SPED 1 to 4) for trained teachers and two subgrades for key personnel (i.e. SPED 5 and 6). Below is a sample role profile for SPED 1 and 2 teachers. Please refer to the section on ‘[SPED Teacher Role Profiles and Training Roadmap](#)’ at the end of this document for all subgrades.

Job Role	SPED 1 and 2
Role Profile (Core)	<p>Curriculum and instructional excellence</p> <ol style="list-style-type: none">1. Plan engaging and well-paced lessons taking account of the diverse learner profiles of students2. Deliver lessons using evidence-based pedagogy and meaningful activities, to meet the educational needs of individual students3. Implement appropriate modes of assessment to monitor student progress by providing accurate feedback, and implementing suitable instructional supports to close gaps <p>Holistic student development</p> <ol style="list-style-type: none">4. Build a strong relationship with students by demonstrating care, concern and encouragement5. Formulate data-based, student-centered IEP/ITP process for all students, and support their attainment of IEP/ITP goals through appropriate strategies implemented in partnership with families/caregivers, Allied Professionals and other relevant stakeholders <p>...</p> <p>Organisation management and development</p> <ol style="list-style-type: none">15. Manage daily administrative tasks (e.g. track attendance, collect forms, update families/caregivers.)
Role Profile (Differentiated) (Choose 1-2)	<ol style="list-style-type: none">1. Conduct parent education sessions to help families/caregivers build their understanding of their child’s needs2. Implement appropriate methods and tools to better support ongoing, sustainable student development, e.g. Augmentative and Alternative Communication (AAC) methods, adaptive/assistive learning devices or learning technology <p>...</p> <ol style="list-style-type: none">4. Develop and maintain close partnerships with industry partners to enhance vocational educational programmes and student employment opportunities

Core responsibilities are the primary duties, essential activities and requirements for each job role.

Differentiated responsibilities provide schools with a degree of flexibility to take into account the profiles of students served.



CHAPTER 4: SPED TEACHER COMPETENCY FRAMEWORK & TRAINING ROADMAP



OVERVIEW OF SPED TEACHER COMPETENCY FRAMEWORK

To support your understanding of the desired competencies required for each job role, the competency framework and training roadmap have been created to articulate the desired knowledge, skills and competencies as well as professional development opportunities you can avail yourselves to, to develop these competencies.

What are competencies?

Competencies form the foundation of a job and a sectoral Competency Framework has been developed to define the desired knowledge and abilities pertaining to each job role. This framework takes reference from the Singapore SkillsFuture Framework, and its key features include:



Knowledge, skills and attitudes described in the form of desired and observable behaviours.



Typical behaviors that differentiate high-performing teachers from the average-performing teachers.



Progressive Proficiency Levels that outline different indicators based on level of mastery, complexity and influence.

OVERVIEW OF SPED TEACHER COMPETENCY FRAMEWORK

Why is a competency framework important?

A competency framework provides key information on skills and behaviours needed to bring out the best in your students and yourself as well as to achieve organisational excellence.

The SPED Teacher Competency Framework can help you make informed decisions on knowledge and skills upgrading for quality teaching and learning. It also serves as the foundation upon which SPED schools can select, assess, and develop teachers.

The SPED Teacher Competency Framework

The SPED Teacher Competency Framework comprises fourteen competencies and is categorised into “core competencies” and “functional competencies”.

CORE COMPETENCIES

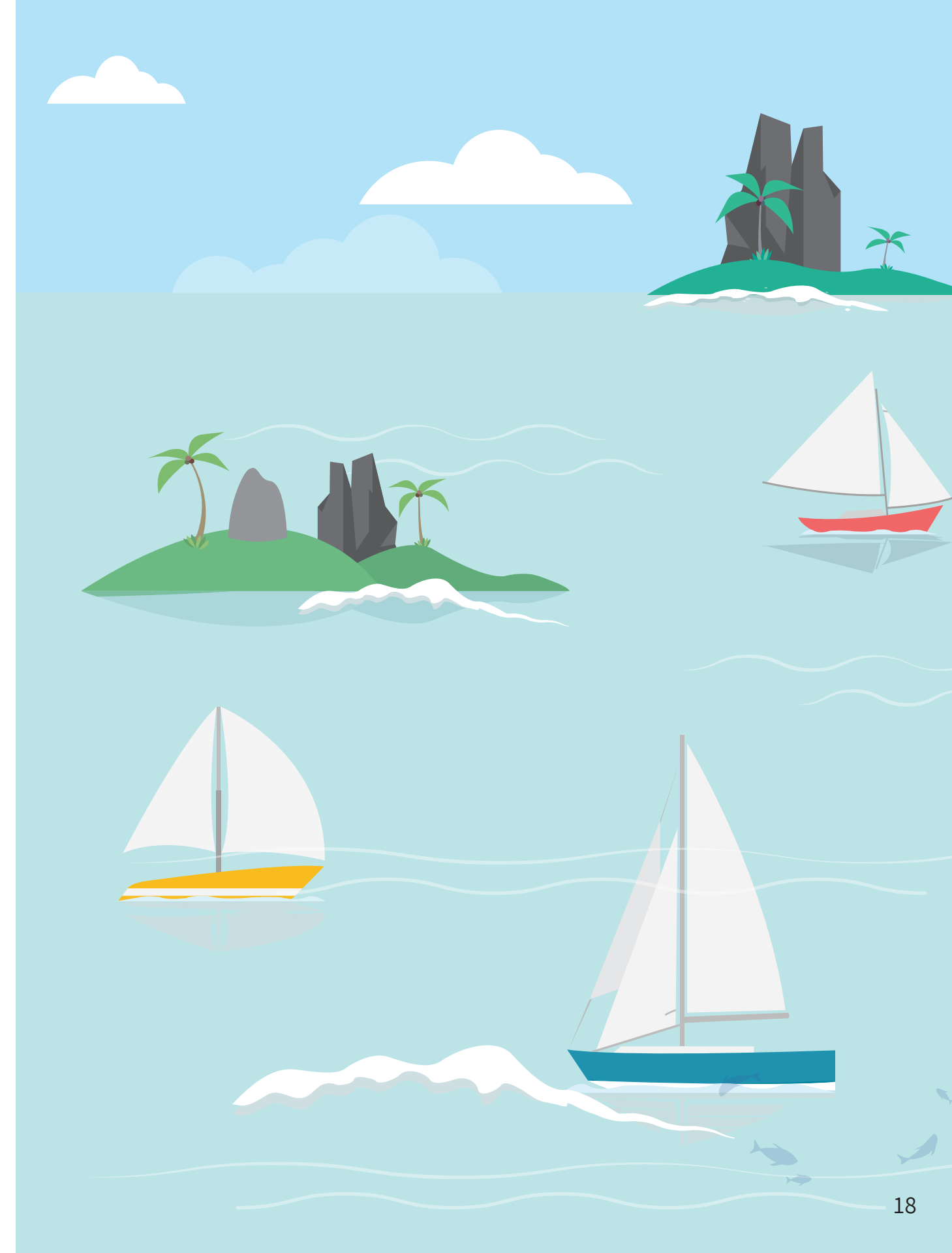
These are knowledge and skills that you are expected to demonstrate.

FUNCTIONAL COMPETENCIES

These complement core competencies and lists more specialised skill sets which correspond with specific disability profiles of students that you serve.

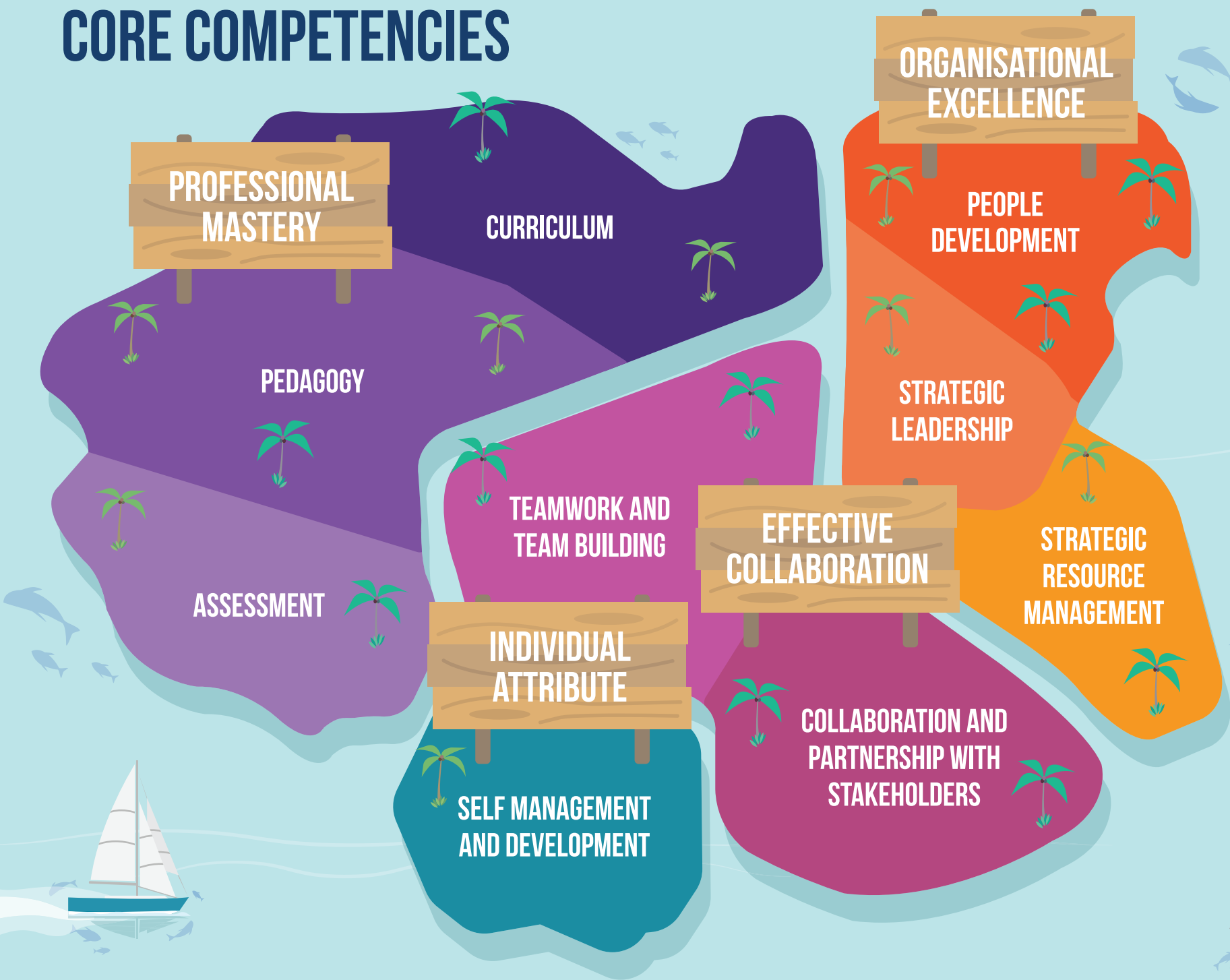
Two additional core competencies for those in leadership positions (includes Heads/STs/LTs):

- Strategic Leadership
- Strategic Resource Management

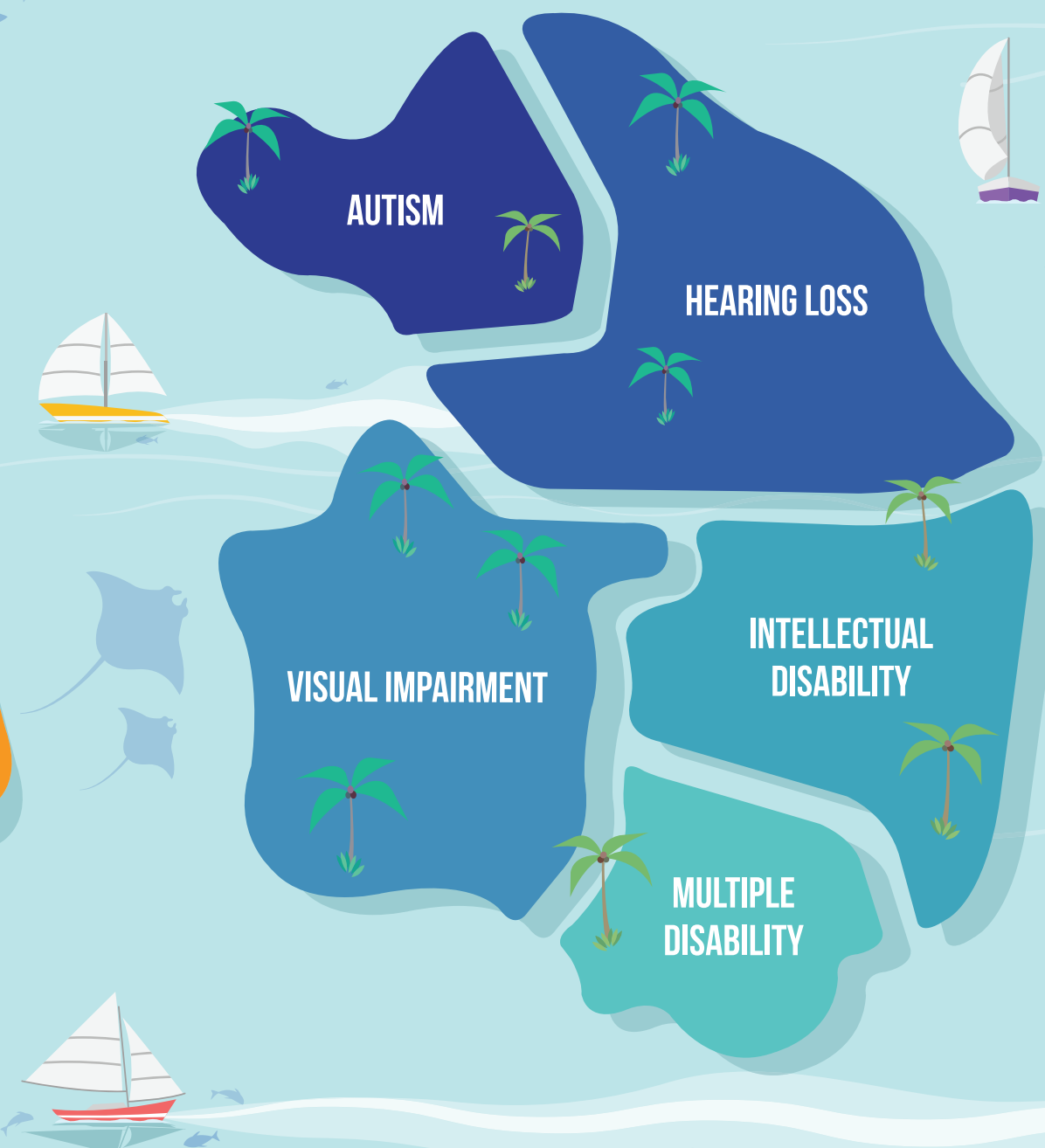


SPED TEACHER COMPETENCY FRAMEWORK: OVERVIEW

CORE COMPETENCIES



FUNCTIONAL COMPETENCIES



SPED TEACHER COMPETENCIES AT A GLANCE

The competencies described in the table are expected skills and behaviours of what makes a proficient SPED teacher. A proficient SPED teacher is strong in teaching and learning, takes ownership of his/her professional development and works collaboratively with peers and stakeholders.

Core Competencies and what they mean

It is important to think of what the core competencies mean and how you can develop and demonstrate them in your daily work. The descriptions in the next few pages are based on what is expected of experienced teachers (typically SPED 3 and 4).

Professional Mastery

Curriculum	<p>We are able to develop and implement a curriculum that optimises student learning and engagement. This requires us to:</p> <ul style="list-style-type: none">• Develop student Individual Education Plan (IEP)/Individual Transition Plan (ITP) with families and design lesson plans to achieve these goals• Plan, Execute, Review and Adapt lesson plans based on student responses and learning progress• Assist in designing and reviewing the syllabus in alignment with trends and developments in curricula
Pedagogy	<p>We are able to apply evidence based strategies and interventions to ensure that each student is meaningfully engaged and learns effectively. This requires us to:</p> <ul style="list-style-type: none">• Be equipped with a repertoire of evidence-based strategies• Understand the profile of each student• Apply, Review, Evaluate and Customise suitable pedagogies for each student
Assessment	<p>We are able to develop, implement and review appropriate assessment methods to measure the progress of our students, taking reference from their IEP/ITP, to ensure achievement of their goals. This requires us to:</p> <ul style="list-style-type: none">• Select/design, administer and facilitate appropriate assessment procedures and instruments according to the students' profiles and learning objectives• Interpret and analyse assessment data to identify areas of student progress or learning needs• Evaluate the quality of assessment and modify them to better monitor progress of students

SPED TEACHER COMPETENCIES AT A GLANCE

Individual Attribute

Self-Management & Development

We are able to take ownership of our own professional growth, development and well-being, in order to strengthen our students' learning and development. This requires us to:

- Be clear of our professional aspirations
- Identify, recognise and develop plans to strengthen personal and professional areas of growth
- Implement professional development plans to achieve them
- Identify a personal system of practical and emotional support to avoid stress or burnout

SPED TEACHER COMPETENCIES AT A GLANCE

Effective Collaboration

Teamwork & Team Building

We are able to work effectively with the staff and fraternity to implement and improve curriculum, programmes and other educational activities, to support students’ learning and to achieve student outcomes. This requires us to:

- Be fair, objective, open and empathetic in communication with the team to achieve the desired objectives
- Nurture positive working relationships within teams that would allow for effective teamwork
- Work with team members to resolve conflicts and address any barriers to teamwork

Collaboration & Partnership with Stakeholders

We are able to build and sustain purposeful partnerships with stakeholders to support the holistic development and well-being of students and their transition from school to post-school pathways. This requires us to:

- Build rapport and trust with families, caregivers and community partners
- Facilitate/Prescribe suitable strategies to promote the involvement of families and caregivers in the development of the student
- Establish support networks for students in both school and post-school settings, in partnership with industry partners and other agencies

SPED TEACHER COMPETENCIES AT A GLANCE

Organisational Excellence

*For senior staff (Level 4 and above competencies)

People Development

We are able to contribute to building and sustaining a culture that develops each individual’s potential as well as enhances the talent and well-being of staff/others. This requires us to:

- Collaborate with, coach and mentor colleagues/reportees to acquire new skills and knowledge
- Facilitate and lead in people development and management programmes*
- Implement performance management, recruitment, retention and succession processes*

Strategic Leadership

As leaders, we are able to lead in creating the school vision, mission and values with staff as well as establish systems and structures to realising these. This requires us to:

- Establish a spirit of collegiality, open communication and professionalism among staff*
- Anticipate future challenges and formulate new strategies, actions or behaviours to manage the demands of these challenges and changes*
- Translate organisational policies into action plans that align with the school’s strategic goals*

Strategic Resource Management

As leaders, we need to effectively manage the school’s resources and plan for efficient administration and optimal utilisation within the school. This requires us to:

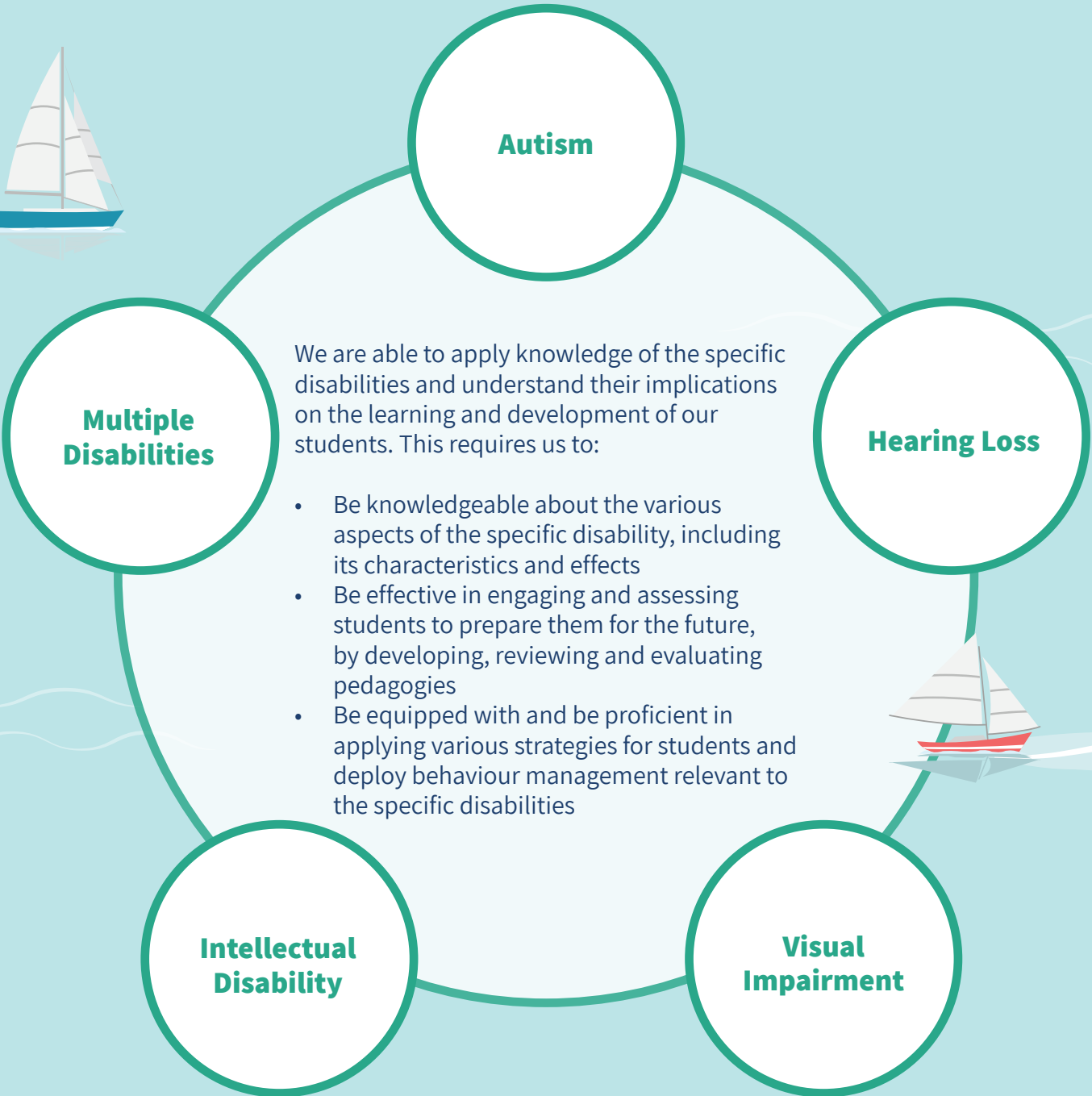
- Be well informed of relevant policies and guidelines from the ministry and other agencies*
- Plan and develop resource management strategies to ensure proper and optimal utilisation of resources*
- Evaluate effectiveness of resource management strategies against organisation/MOE policies and guidelines*

SPED TEACHER COMPETENCIES AT A GLANCE

Functional Competencies and what they mean

Every student is unique. A comprehensive understanding of each disability profile is important in providing the best possible education and support for each student.

Which profile of students do you serve? The functional competencies are based on specialised skill sets that correspond to specific student disability profiles. It is important to understand how you can develop these skill sets and apply them in your daily work.



EXAMPLES OF HOW COMPETENCIES ARE DEMONSTRATED



Sharifah is a Senior Teacher at a school that caters to students with multiple disabilities and autism. She develops her peers through various ways such as conducting workshops in ICT and Picture Exchange Communication. Her training empowers staff to be confident in the use of ICT tools and in developing communication strategies suited to students' needs. Sharifah also helps her peers grow in confidence and competence in their teaching and learning through mentoring and coaching. She has demonstrated the competency for **people development**.

Sharifah also models continuous learning. As a reflective practitioner, Sharifah seeks ways to improve her practice so as to more meaningfully engage her students. She constantly seeks opportunities to deepen her knowledge and upgrade her skills. Sharifah has demonstrated the competency for **self-management and development**.

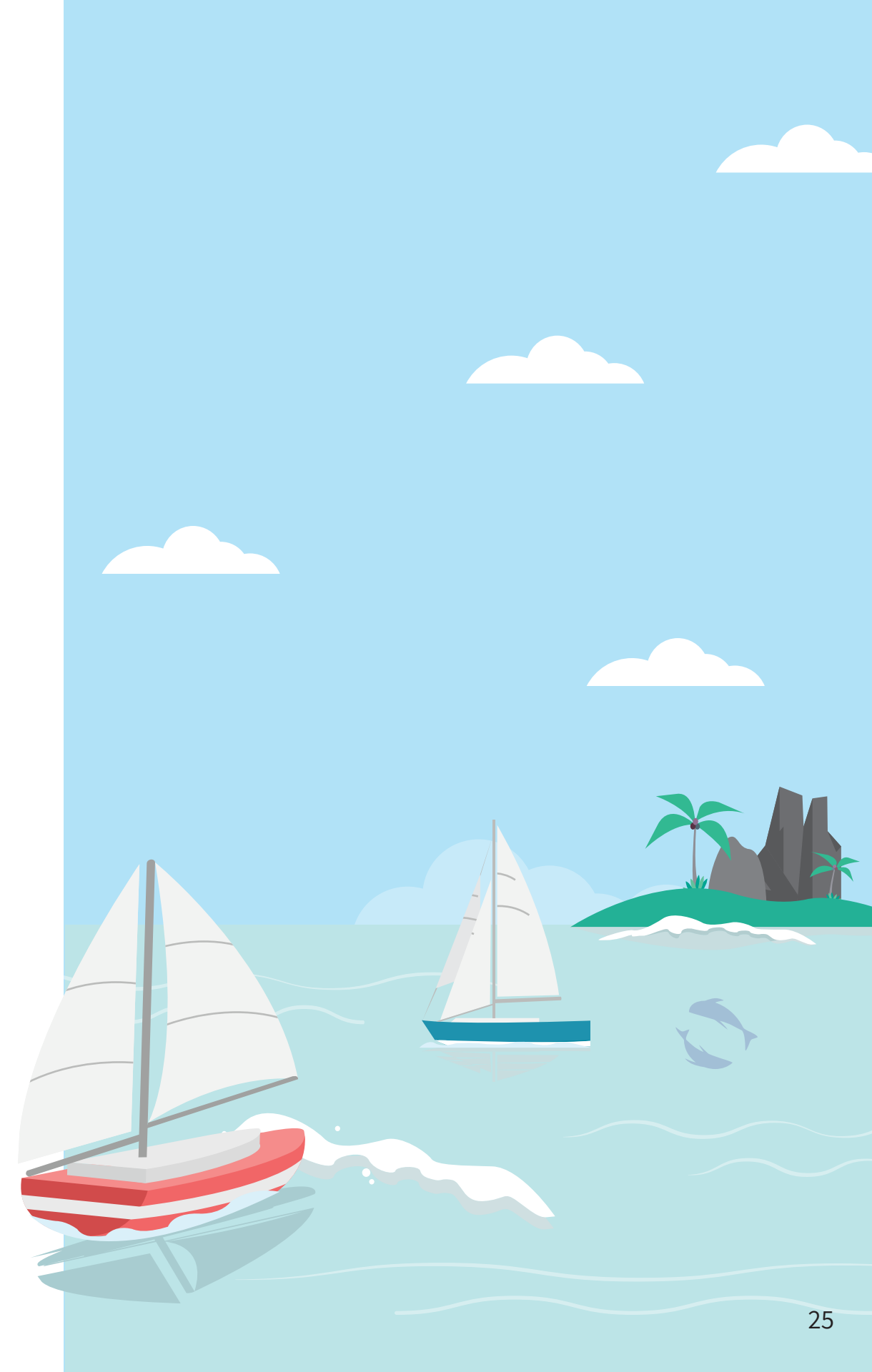


Adam is the HOD at a school that caters to students with mild intellectual disability, autism and other co-morbid conditions. He oversees the school's PE programme and sports co-curricular activities.

He leads his team of teachers in developing a curriculum which is aligned with the school's strategic plan and optimises student learning. He also guides his team to address specific learning objectives and adapt strategies to new situations.

Adam is strategic in efforts to build the capacity of his teachers to equip students with the requisite skills for PE. He is able to identify gaps and suggest measures to address them. For example, although most teachers are trained in adapted PE, Adam observed that they lacked the skill sets in particular sports, such as badminton. Seeing this need, he developed and implemented the STEPS (Students, Tasks, Equipment, Personnel Safety) approach to build and improve teachers' skill sets in particular sports, as well as to improve on teaching approaches for students with autism.

Furthermore, Adam draws up resource management plans for PE and sports and ensures proper deployment and utilisation of resources. Adam has demonstrated the competencies for **Strategic Leadership, People Development** and **Strategic Resource Management**.



EXAMPLES OF HOW COMPETENCIES ARE DEMONSTRATED



Mei Lin is a Programme Lead at a school that caters to students with moderate to severe autism. She leads in the planning, development, implementation and review of the numeracy curriculum.

Mei Lin also leads in the implementation of the schoolwide Multi-Tiered Systems of Support (MTSS) framework. She and her team plan, implement and evaluate the use of assessment and evidence-based practices as intervention for positive learning and behavioural outcomes for students. The team designs and plans the programming and assessment for each tier, and collaborates with various departments to ensure fidelity of implementation. Mei Lin has demonstrated the competencies for **Curriculum, Pedagogy and Assessment**.



Wendy is a Subject Head for Student Leadership at a school that caters to students with mild intellectual disability and autism. She mentors and coaches students in athletics as well as prepares them for local and international sports events such as the ASEAN Para Games and International Sports Federation for Persons with Intellectual Disability Global Games.

Wendy sets high expectations for her students and motivates them to achieve their best through constant practice and feedback given. She works very closely with parents and has established strong rapport with them. For instance, when taking students overseas for competitions, she ensures that she can be easily contacted by parents. She also provides them with regular updates as to their children's wellbeing while overseas. This openness helps assure parents that their children are in good hands. Wendy engages and empowers parents. She has demonstrated the competencies for **Collaboration and Partnership with Stakeholders**.



Sanjay is a Senior Teacher and Art Coordinator at a school that caters to students with multiple disabilities and autism. He leads a team of teachers in reviewing the art curriculum and ensures that art is integrated effectively in teaching and learning. Sanjay has demonstrated the ability to develop and implement an art curriculum that optimises student learning and engagement.

Sanjay knows his students well and deploys appropriate teaching intervention methods when engaging students with challenging behaviours. He uses art as a tool to address students' behavioural, social and emotional issues. He is a firm believer that everyone is capable of reaching his or her goals when given the right opportunities. Sanjay has demonstrated strong pedagogical knowledge and applies evidence-based strategies to ensure his students are engaged and learn effectively. Sanjay has demonstrated strong **curriculum** and **pedagogy** competencies.



HOW TO READ THE SPED TEACHER COMPETENCY FRAMEWORK

Components of the Competency Framework

Each Competency is made up of four components:

- a) Name of Competency and Definition;
- b) Proficiency levels and descriptions;
- c) Knowledge; and
- d) Abilities.

Please refer to the illustrated example:

Proficiency Level

Each competency has six or fewer proficiency levels. They are knowledge, skills and behaviours expected to be demonstrated at each level. The framework is arranged in a progressive manner. Each level requires you to have attained the knowledge/abilities in the levels before.

Competency	Assessment		
Definition	Develop, implement and review appropriate assessment methods and instruments to measure student progress; analyse and evaluate data in order to enhance learning, pedagogy, and curriculum design		
Proficiency Level	Level 1	Level 2	Level 3
Proficiency Description	<ul style="list-style-type: none">Collect assessment information on students to support teaching and learning	<ul style="list-style-type: none">Administer assessment instruments and procedures prescribed to identify the learning needs and progress of students	<ul style="list-style-type: none">Interpret and analyse assessment data to identify areas of student progress or learning needs
Knowledge	<ul style="list-style-type: none">Assessment requirements and procedures specific to assigned roles	<ul style="list-style-type: none">Assessment for Learning for SENAssessment theories and types of measurementFormats for presenting assessment data	<ul style="list-style-type: none">Assessment methods and instruments appropriate to the curriculum goals and individual student's learning needsStrategies for assessment collaboration
Abilities	<ul style="list-style-type: none">Assist in administration of assessmentsRecord assessment dataUtilise assessment information to support teaching and learning	<ul style="list-style-type: none">Identify appropriate assessment objectives for studentsImplement prescribed assessment procedures in the classroomAnalyse assessment results to adapt teaching to individual student	<ul style="list-style-type: none">Select assessment instruments or procedures appropriate for individual students to identify learning needs and progressAdminister assessment procedures and instruments appropriate to the students' profiles and the learning contextAnalyse class assessment data to identify trends, patterns and anomaliesApply assessment findings to enhance class wide teaching and learningConduct a range of assessments, to collect appropriate information for decision making

Definition

What the competency means

Proficiency Description

A brief description of competencies you need to acquire at that level

Knowledge

What you need to know in order to perform your job effectively

Abilities

What you need to do to perform your job effectively

HOW TO READ THE SPED TEACHER COMPETENCY FRAMEWORK

Referring to both Core and Functional Competencies Together

This is illustrated in the following example:

Tom is a new SPED Teacher and he teaches students with intellectual disability. He wants to improve his pedagogical content knowledge and refers to the competency framework to decide a specific area for development.

First, Tom decides to work on establishing routines and work systems across different learning environments based on individual student's strengths, preferences, interests and needs. Second, as his students have intellectual disability, he decides to learn more about how students with intellectual disability communicate and generalise skills. By doing so, he will be better able to create classroom routines and work systems that are specific to the needs of his students.

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
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
Abilities	<ul style="list-style-type: none">Follow procedures to ensure student safety and well-beingImplement classroom routines and work systemsAssist in data collection and management of students' behaviour patterns to support development and learning of IEP/ITP goalsAssist in implementing proactive behaviour interventions during and after lessonsAssist in implementing disability-specific pedagogiesUse prescribed learning resources (including assistive technology)	<ul style="list-style-type: none">Maintain a safe classroom environment for student safety and well-beingEstablish routines and work systems across different learning environment based on individual student's PINSRecord a range of data on students' behaviour patternsImplement proactive behaviour interventions based on behaviour support planIdentify and implement pedagogies, including use of ICT, appropriate to disability, and with reference to students' IEP goalsUse a variety of learning resources to meet individual student's learning needs

1

From **CORE COMPETENCY**

From **FUNCTIONAL COMPETENCY**
(e.g. Intellectual Disability)

2

Pedagogy

- Range of verbal and non-verbal communications approaches, including leveraging technology to aid learning
- Strategies to develop expressive and receptive language and communication
- Techniques for guiding students in generalisation of skills in classroom and non-classroom settings

WHAT DOES THE FRAMEWORK MEAN FOR YOU?

The SPED Teacher Competency Framework provides a structured way of communicating what is required of you and what you should strive to develop based on your career aspirations/goals. It will help you identify relevant professional development programmes to upgrade your knowledge and skills and prepare you for desired job roles. It can also be used as a framework to guide performance management processes.



**Learning &
Development**



**Career
Planning**



**Performance
Review**

Having a common sectoral framework will also facilitate greater clarity and consistency of process and communication across the sector. Please refer to the section on '[SPED Teacher Competency Framework](#)' at the end of this document for more details.



WHAT DOES THE FRAMEWORK MEAN FOR YOU?

The Table below outlines the mapping of each job role to a set of core competencies and highlights the proficiency levels expected of each competency.

Competencies	Level* provided in the FW	SPED1/ SPED2	SPED3/ SPED4	ST	LT	HEAD	VP	P
Pedagogy	Level 1 to 6	2	3	4	5	5	6	6
Curriculum	Level 1 to 6	2	3	4	5	5	6	6
Assessment	Level 1 to 6	2	3	4	5	5	6	6
Self Management and Development	Level 1 to 6	2	3	4	5	5	6	6
Teamwork and Team Building	Level 1 to 6	2	3	4	5	5	6	6
Collaboration and Partnership with Stakeholders	Level 1 to 6	2	3	4	5	5	6	6
People Development	Level 2 to 6	2	3	3	4	4	5	6
Strategic Resource Management	Level 4 to 6				4	4	5	6
Strategic Leadership	Level 4 to 6				4	4	5	6

ST = Senior Teacher
LT = Lead Teacher

HEAD = Head of Department, or equivalent
VP = Vice-Principal
P = Principal

*Level 1 applies to Teacher Aides. Please refer to the guide for Teacher Aides for further information on their core competencies.



WHAT DOES THE FRAMEWORK MEAN FOR YOU?

With the SPED Teacher Competency Framework, you can now plan for your learning and development in more targeted ways. Below are five steps on how you can develop and hone your competencies:

STEP 1:

Understand competencies required for current job role.

What are the knowledge and skills required to perform my current job role effectively?

- Identify current job role and related competencies
- Refer to Competency Framework for the expected behaviours under each competency

STEP 2:

Identify competencies to improve on and to perform current job role better.

Identify competencies needed for desired career path and job role.

What are the knowledge and skills I need to improve performance in my current job role?

STEP 3:

Identify desired career path and job role.

Identify competencies needed for desired career path and job role.

Which job role am I interested in?
What are my career aspirations?

STEP 4:

Assess current competencies against the competencies of the desired role.

How do my current competencies compare against the competencies of my desired role?

- Compare the differences in competency requirements between current and desired role
- Highlight competencies in desired role that are new or require a higher level of proficiency

STEP 5:

Develop the competencies in your desired role that are new or require a higher level of proficiency than your current position.

How do I obtain the knowledge and skills required to perform my desired role?

Identify appropriate development options that will equip you with the competencies related to your desired sub-grade, and speak with your Reporting Officer on your current and future direction. You may refer to the Training Roadmap to select relevant learning and development courses.

LEVERAGING THE SPED TEACHER COMPETENCY FRAMEWORK FOR DEVELOPMENT AND CAREER PLANS

Here is an illustration of how the SPED Teacher Competency Framework can help you in your development and career planning.

If you are a SPED 3 teacher keen on a Senior Teacher role, you should refer to the competency framework to understand the increased proficiency requirements of all competencies and new competencies (in this instance, the new competency is Strategic Leadership) required of Senior Teachers. You should then identify the competencies you will need to prioritise and develop proficiency in. You can discuss your aspirations and plans as well as how your development can be supported to build these competencies with your Reporting Officer.

Current role:
SPED 3

Desired role:
Senior Teacher



CHAPTER 5: PERFORMANCE MANAGEMENT

PERFORMANCE MANAGEMENT CYCLE

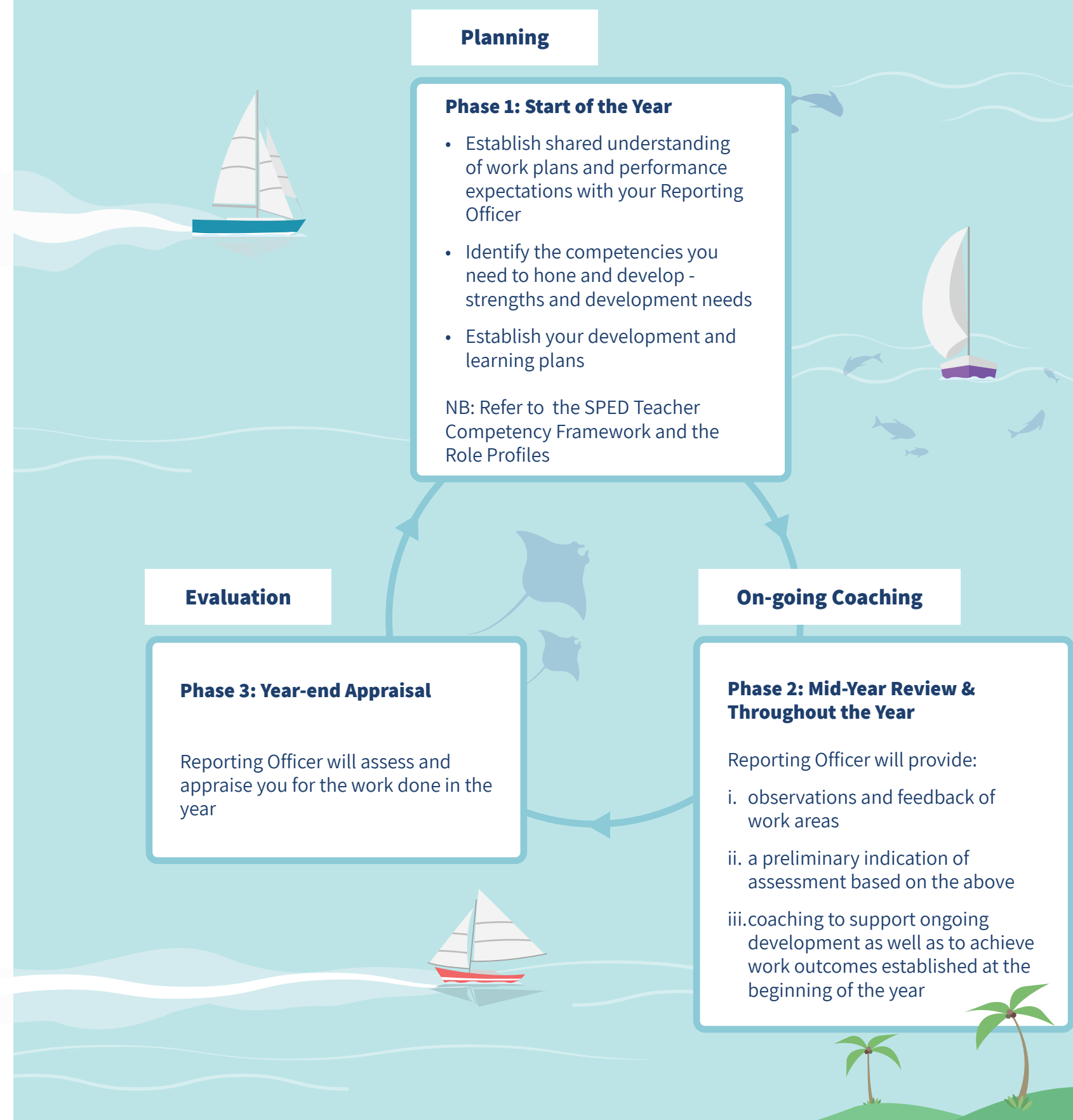
Performance management is an ongoing process of identifying, developing and evaluating your goals (which should also broadly align to your school's strategic goals) and work performance. This process entails purposeful and constructive discussions between you and your Reporting Officer.

Performance Management Cycle

A performance management cycle typically follows a three-phased process of planning, coaching and evaluation, with you and your Reporting Officer formally meeting at the start, middle and end of the year for work planning and review discussions. In addition to these sessions, your Reporting Officer will provide feedback and coaching throughout the year so that goals, progress and achievement remain relevant and that they continue to support realisation of planned goals and expectations.

Note: School Leaders and Key Personnel can refer to the "Mentoring Guide for Special Education Schools (2021)" and the "Performance Management Guide for School Leaders and Key Personnel of Special Education Schools (2022)" for further information.

A typical three-phased approach is as follows (each SSA/school may have their own approach):



PERFORMANCE MANAGEMENT CYCLE

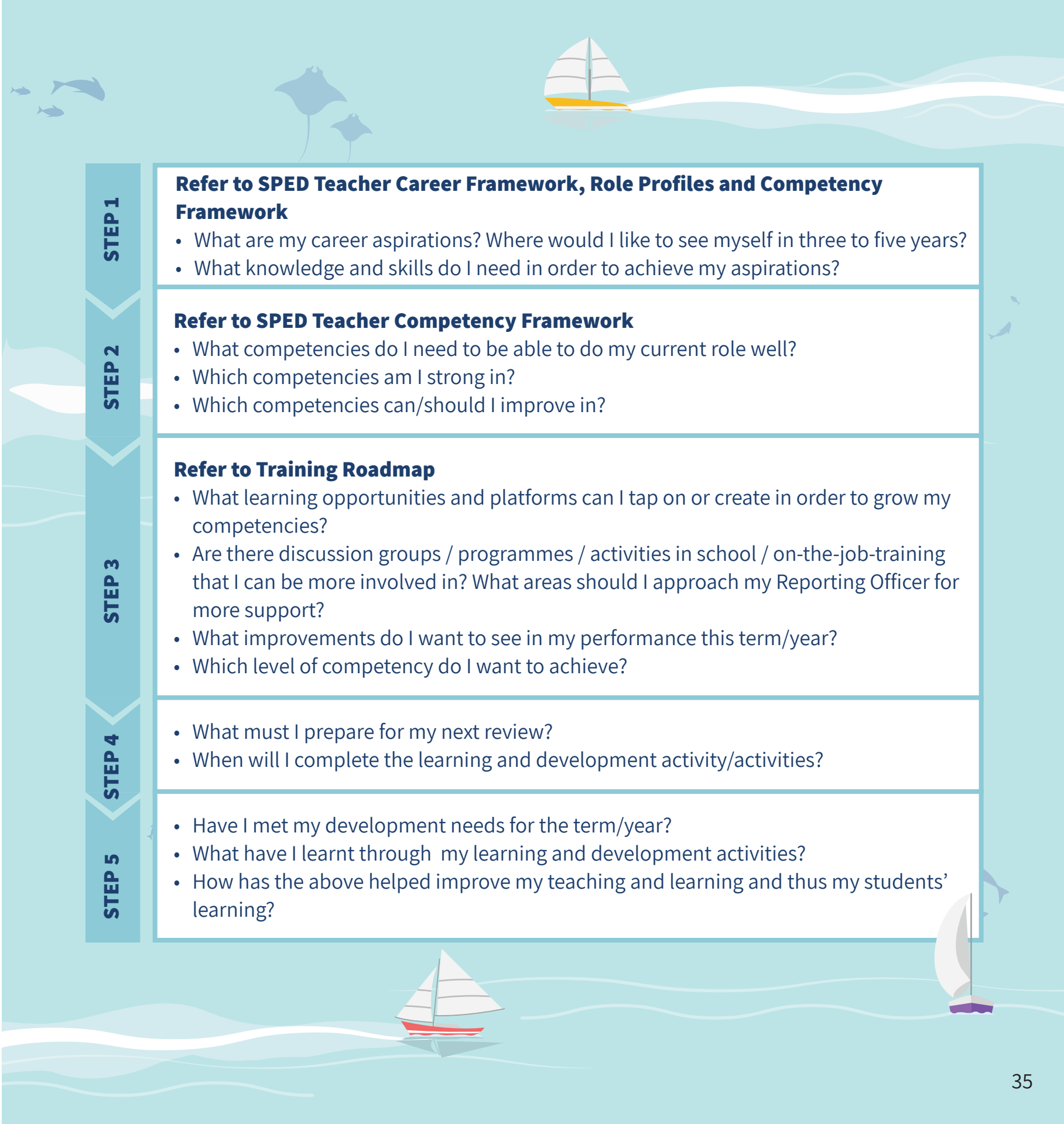
Phase 1: Performance Planning

Performance planning helps set and establish a common understanding of directions and goals (including career goals), as well as workplans for the year.

As you draw up your workplans, refer to the Role Profiles and SPED Teacher Competency Framework to identify the competencies you will need to hone and/or develop in order to accomplish the goals and expectations identified. Doing so will also guide you in planning your learning and development plan.

You may refer to the suggested steps to guide you through the process.

Do note that these steps and the corresponding questions should be revisited throughout the performance management cycle. These questions serve as a suggestion and are non-exhaustive.



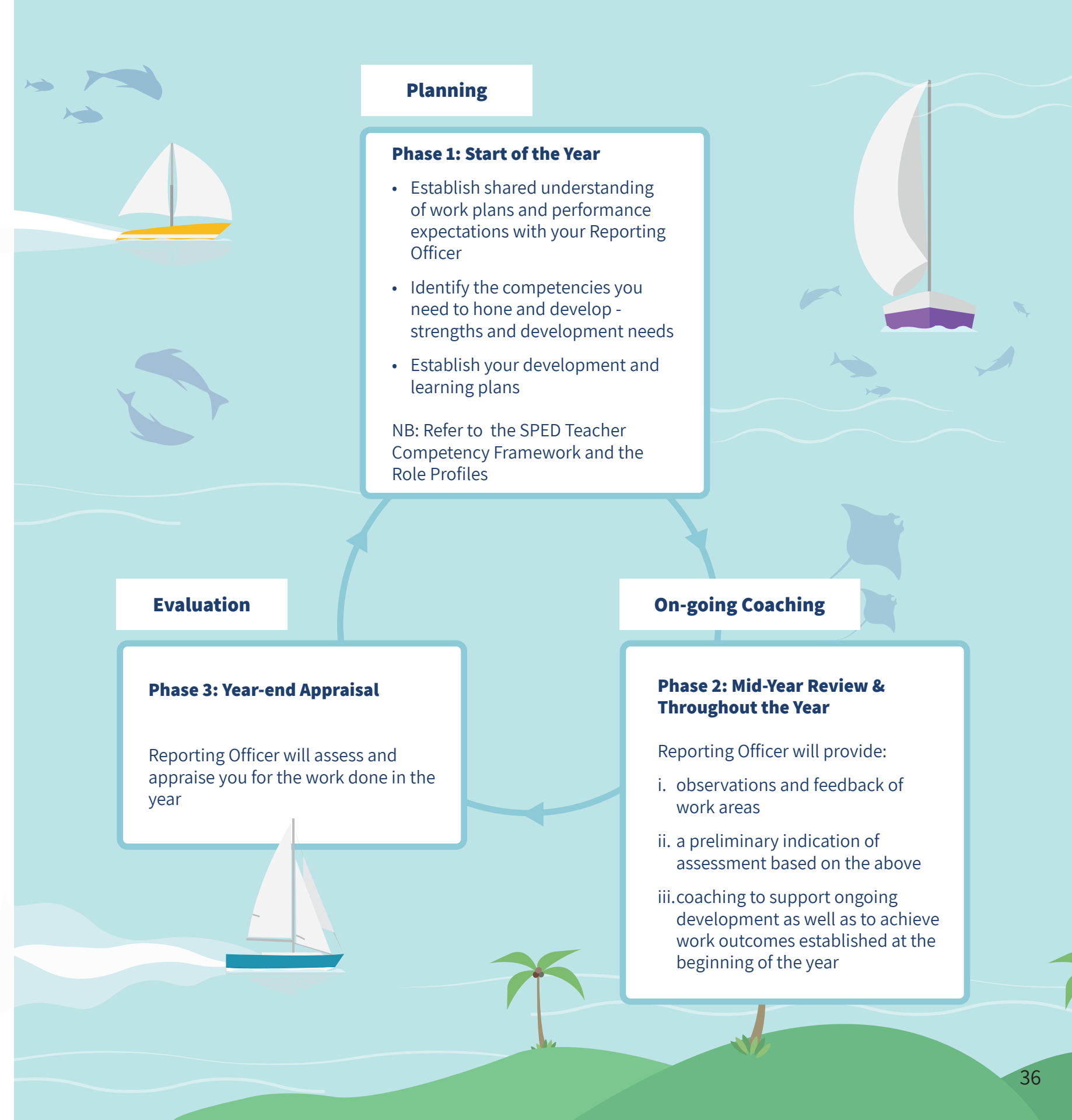
PERFORMANCE MANAGEMENT CYCLE

Phase 2: Performance Coaching

At this phase, you should review your progress against the plans agreed upon at the start of the year. Your Reporting Officer will also provide a preliminary indication of assessment of performance based on work done so far. Development needs raised by your Reporting Officer are suggestions to help better meet the desired goals planned in Phase 1. You should update and discuss with your Reporting Officer your reflections and learning thus far, and how you can further develop and strengthen your knowledge and skills. Do note that coaching by Reporting Officer should be on-going and done all-year round throughout the phases.

Phase 3: Performance Evaluation

The year-end review involves similar processes as the mid-year review and your Reporting Officer will (a) evaluate your actual performance against expected performance, (b) discuss strengths and areas for growth/improvement, and (c) discuss and plan for future professional development.





ANNEX: SPED TEACHER ROLE PROFILES & TRAINING ROADMAP

*Course listings are accurate as at June 2020
SPED schools can refer to the updated course listings in the Training Roadmap sent by Special Education Branch at the end of every year.

Job Role	SPED 1 and 2 (Teacher)
Role Profile (Core)	<p>Curriculum and instructional excellence</p> <ol style="list-style-type: none">1. Plan engaging and well-paced lessons taking account of the diverse learner profiles of students2. Deliver lessons using evidence-based pedagogy and meaningful activities, to meet the educational needs of individual students3. Implement appropriate modes of assessment to monitor student progress by providing accurate feedback , and implementing suitable instructional supports to close gaps <p>Holistic student development</p> <ol style="list-style-type: none">4. Build a strong relationship with students by demonstrating care, concern and encouragement5. Formulate data-based, student-centered IEP/ITP process for all students, and support their attainment of IEP/ITP goals through appropriate strategies implemented in partnership with families/caregivers, Allied Professionals and other relevant stakeholders6. Design and implement positive, robust classroom routines and practices to create and maintain a safe and conducive learning environment as well as foster student development and well-being7. Implement techniques and behaviour plans to manage students with complex and challenging behaviours8. Manage emergency situations to resolve any immediate safety concerns and implement required school processes <p>Professional development</p> <ol style="list-style-type: none">9. Proactively engage in professional development for knowledge and skills development10. Participate in professional learning teams to foster collaborative learning between staff members <p>Projects, programmes and initiatives</p> <ol style="list-style-type: none">11. Assist in a CCA to enhance students’ learning experiences12. Participate as a committee member to support various school initiatives and/or events <p>Partnerships and stakeholder management</p> <ol style="list-style-type: none">13. Maintain direct communications with external stakeholders (e.g. families, caregivers, community partners and commercial partners) to support students and/or school initiatives14. Work in partnership with families to support student learning and Transition Planning to achieve positive post school outcomes <p>Organisation management and development</p> <ol style="list-style-type: none">15. Manage daily administrative tasks (e.g. track attendance, collect forms, update families/caregivers.)

Role Profile (Differentiated) (Choose 1-2)		<div>1. Conduct parent education sessions to help families/caregivers’ build their understanding of their child’s needs</div> <div>2. Implement appropriate methods and tools to better support ongoing, sustainable student development, e.g. Augmentative and Alternative Communication (AAC) methods, adaptive/assistive learning devices or learning technology</div> <div>Only applicable for schools with students aged 13 and above:</div> <div>3. Plan and deliver comprehensive vocational educational programmes to develop students’ work-related skills</div> <div>4. Develop and maintain close partnerships with industry partners to enhance vocational educational programmes and student employment opportunities</div>		
		Competency Category	Competency Name	Proficiency Level
Competencies		Professional Mastery	Assessment and Evaluation	Level 2
		Professional Mastery	Curriculum	Level 2
		Professional Mastery	Pedagogy	Level 2
		Individual Attribute	Self Management and Development	Level 2
		Effective Collaboration	Collaboration and Partnerships with Stakeholders	Level 2
		Effective Collaboration	Teamwork and Team Building	Level 2
		Organisational Excellence	People Development	Level 2
Professional Development	Related Competency / Course Type	Course Title	Course Provider	Web Link
	Pedagogy (for SPED educators working with students with Autism)	Supporting Learning and Development for Individuals on the Autism Spectrum Across the Lifespan	Autism Resource Centre	https://apps.autism.org.sg/trg/courses?id=5&course=189
	Pedagogy (for SPED educators working with students with Autism)	Certificate in Autism (SPED/DAC)	Autism Resource Centre	https://apps.autism.org.sg/trg/courses?id=5&course=177
	Pedagogy (for SPED educators working with students with Autism)	Fundamental of Autism	Autism Resource Centre	https://apps.autism.org.sg/trg/courses?id=5&course=199
	Pedagogy (for SPED educators working with students with Autism)	Understanding and supporting behaviours in Autism	Autism Resource Centre	https://apps.autism.org.sg/trg/courses?id=5&course=207

*SPED schools can refer to the updated course listings in the Training Roadmap sent by Special Education Branch at the end of every year.

Professional Development	Related Competency / Course Type	Course Title	Course Provider	Web Link
	Pedagogy (for SPED educators working with students with Autism)	Foundation of Successful Communication Skills	Autism Resource Centre	https://apps.autism.org.sg/trg/courses?id=5&course=183
	Pedagogy	ICT0202 - Differentiated Instruction for Diverse Learners	National Institute of Education	https://place.nie.edu.sg/CourseSearch/CourseDetails/231
	Pedagogy	Augmentative and Alternative Communication (AAC) to support Persons with Disabilities	Rainbow Centre Training & Consultancy	https://rainbowcentre.arlo.co/courses/46-augmentative-and-alternative-communication-aac-to-support-persons-with-disabilities
	Pedagogy	[E2I] Interacting and Working with Students with Learning Disabilities	Rainbow Centre Training & Consultancy	https://rainbowcentre.arlo.co/courses/128-e2i-interacting-and-working-with-students-with-learning-disabilities
	Pedagogy	Understanding and Working with Children and Young People on the Profound and Multiple Learning Difficulties (PMLD) Spectrum	Rainbow Centre Training & Consultancy	https://rainbowcentre.arlo.co/courses/120-understanding-and-working-with-children-and-young-people-on-the-profound-and-multiple-learning-difficulties-pmld-spectrum
	Pedagogy	SDIS5191 - Fundamentals of Learning Disability	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/13762fa5-7d25-e611-8112-000c296ee03a?isProgramme=False
	Pedagogy	SDIS5388 - Positive Behaviour Support & Management for People with Disabilities: Introduction	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/497e2fa5-7d25-e611-8112-000c296ee03a?isProgramme=False
	Pedagogy	SDIS172 - Positive Behaviour Support for Persons with Disability	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/0231a771-cd9e-e711-8126-000c296ee030?isProgramme=False
	Pedagogy	SDIS5789 - Strategies for Development of Hand Function, Pre-writing and Handwriting Skills for Children	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/ab7a2fa5-7d25-e611-8112-000c296ee03a?isProgramme=False
	Pedagogy / Assessment & Evaluation (for SPED educators working with students with Intellectual Disabilities)	SDIS5549 - True Communication: Using Intensive Interaction to Connect with Learners with Profound Intellectual Disabilities	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/d7782fa5-7d25-e611-8112-000c296ee03a?isProgramme=False
	Pedagogy	SDIS6110 - Understanding Adolescents with Special Needs	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/49eedb44-7f25-e611-8102-000c29853434?isProgramme=False
	Pedagogy	SDIS5280 - Understanding Children with Special Needs	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/bf762fa5-7d25-e611-8112-000c296ee03a?isProgramme=False
	Pedagogy	SDIS5974 - Understanding Persons with Disabilities	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/33eedb44-7f25-e611-8102-000c29853434?isProgramme=False

*SPED schools can refer to the updated course listings in the Training Roadmap sent by Special Education Branch at the end of every year.

Professional Development	Related Competency / Course Type	Course Title	Course Provider	Web Link
	Pedagogy (for SPED educators working with students with Autism)	SDIS5573 - Understanding, Communicating and Working Effectively with Individuals with Autism	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/07792fa5-7d25-e611-8112-000c296ee03a?isProgramme=False
	Pedagogy	SDIS5514 - Using Art and Creativity to Build Social and Emotional Skills	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/91782fa5-7d25-e611-8112-000c296ee03a?isProgramme=False
	Pedagogy	SDIS5979 - Working with Adolescents and Adults with Special Needs: Engagement and Teaching Strategies	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/37eedb44-7f25-e611-8102-000c29853434?isProgramme=False
	Pedagogy / Assessment & Evaluation (for SPED educators working with students with Intellectual Disabilities)	SDIS5572 - Working with People with Intellectual Disabilities and Mental Illness	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/05792fa5-7d25-e611-8112-000c296ee03a?isProgramme=False
	Pedagogy	SMART-ASD: Matching Autistic People with Technology Resources	University of Bath (Online Course - FutureLearn)	https://www.futurelearn.com/courses/supporting-autism
	Pedagogy (for SPED educators working with students with Autism)	Good Practice in Autism Education	University of Bath (Online Course - FutureLearn)	https://www.futurelearn.com/courses/autism-education
	Pedagogy	Down Syndrome	Institute of Child Education and Psychology (Online Course)	https://www.icepe.eu/cpd/Down_Syndrome
	Pedagogy	Using the iPad to Support Students with SEN	Institute of Child Education and Psychology (Online Course)	https://www.icepe.eu/cpd/Using_the_iPad_to_Support_Students_with_SEN
	Curriculum	Nurturing Healthy Sexual Development in Persons with Developmental Disabilities	Rainbow Centre Training & Consultancy	https://rainbowcentre.arlo.co/courses/122-nurturing-healthy-sexual-development-in-persons-with-developmental-disabilities

*SPED schools can refer to the updated course listings in the Training Roadmap sent by Special Education Branch at the end of every year.

Professional Development	Related Competency / Course Type	Course Title	Course Provider	Web Link
	Curriculum	Understanding Sexuality Development In Children & Youths With Disabilities	Rainbow Centre Training & Consultancy	https://rainbowcentre.arlo.co/courses/78-understanding-sexuality-development-in-children-youths-with-disabilities-for-nonfunded-participants
	Self Management and Development	ICT0500 - Teaching Inquiry through Reflective Practice	National Institute of Education	https://www.nie.edu.sg/our-people/academic-groups/policy-curriculum-leadership/programmes/professional-development-courses
	Self Management and Development	IPS0003 - Thriving Teachers, Thriving Students: Social-Emotional Components	National Institute of Education	https://place.nie.edu.sg/CourseSearch/CourseDetails/1926
	Self Management and Development	SCRS5539 - Overcoming Compassion Fatigue and Burnout	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/c3782fa5-7d25-e611-8112-000c296ee03a?isProgramme=False

*SPED schools can refer to the updated course listings in the Training Roadmap sent by Special Education Branch at the end of every year.

Job Role	SPED 3 and 4 (Teacher)
Role Profile (Core)	<p>In addition to the role of a SPED 1 and 2:</p> <p>Curriculum and instructional excellence</p> <ol style="list-style-type: none">1. Contribute to improve curriculum, pedagogy and assessment to enhance teaching and learning within the school <p>Holistic student development</p> <ol style="list-style-type: none">2. Design techniques and behaviour plans to manage students with complex and challenging behaviours <p>Mentorship and people development</p> <ol style="list-style-type: none">3. Promote knowledge sharing practices in areas of curriculum, pedagogy, assessment and disability support for other teachers and teacher aides4. Provide ongoing feedback and coaching/guidance to teachers to facilitate skill development in areas such as lesson design, pedagogy and assessment methods5. Provide ongoing feedback and coaching/mentorship to assigned teachers and teacher aides to encourage performance improvement, reflective practice and facilitate skill development <p>Projects, programmes and initiatives</p> <ol style="list-style-type: none">6. Co-lead or lead a CCA to enhance students’ learning experiences7. Co-lead school-wide initiative/events (e.g. open house, new parent orientation, improvement & innovation processes, bridging programmes, committees, etc.)8. Collaborate with other staff members (Teachers, Head of Department, Allied Professionals etc.) to identify new methods, practices or technology tools which could be implemented to improve students’ learning experiences <p>Partnerships and stakeholder management</p> <ol style="list-style-type: none">9. Foster strong partnerships with stakeholders (families/caregivers, community partners and commercial partners etc.) to help achieve desired outcomes
Role Profile (Differentiated) (Choose 1-2)	<ol style="list-style-type: none">1. Co-lead discussions within school professional learning teams2. Contribute to the design and implementation of induction programmes for new staff3. Support Key Personnel (Subject/Level/Track Lead/Head of Department/Vice-Principal) to create professional development roadmaps and programmes for assigned domain/level/track4. Support the selection and assessment process for Senior/Teacher Aide roles

Competencies		Competency Category	Competency Name		Proficiency Level
		Professional Mastery	Assessment and Evaluation		Level 3
		Professional Mastery	Curriculum		Level 3
		Professional Mastery	Pedagogy		Level 3
		Individual Attribute	Self Management and Development		Level 3
		Effective Collaboration	Collaboration and Partnerships with Stakeholders		Level 3
		Effective Collaboration	Teamwork and Team Building		Level 3
		Organisational Excellence	People Development		Level 3
Professional Development	Related Competency / Course Type	Course Title	Course Provider	Web Link	
	Curriculum	Nurturing Healthy Sexual Development in Persons with Developmental Disabilities	Rainbow Centre Training & Consultancy	https://rainbowcentre.arlo.co/courses/122-nurturing-healthy-sexual-development-in-persons-with-developmental-disabilities	
	Curriculum	Understanding Sexuality Development In Children & Youths With Disabilities	Rainbow Centre Training & Consultancy	https://rainbowcentre.arlo.co/courses/78-understanding-sexuality-development-in-children-youths-with-disabilities-for-nonfunded-participants	
	Curriculum / Pedagogy / Assessment & Evaluation	BSE205 - Adapted Physical Education and Sport	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/bse205	
	Curriculum / Pedagogy	SDIS5171 - Classroom Behaviour Management: Preventive & Developmental Approach	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/eb752fa5-7d25-e611-8112-000c296ee03a?isProgramme=False	
	Curriculum (for SPED educators working with students with Intellectual Disabilities)	SDIS6064 - Managing Sexuality Issues of Adults with Intellectual Disabilities	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/Detail/bffc5e92-d61f-ea11-814f-000c296ee030	
	Curriculum / Pedagogy / Assessment & Evaluation	Advanced Diploma in Special Education	National Institute of Education	https://www.nie.edu.sg/professional-and-leadership-development/professional-development-programmes-courses/advanced-diploma-programme/special-education	
	Curriculum / Pedagogy / Assessment & Evaluation	ICT0504 - Action Research for Schools	National Institute of Education	https://www.nie.edu.sg/our-people/academic-groups/policy-curriculum-leadership/programmes/professional-development-courses	
	Pedagogy	ICT0202 - Differentiated Instruction for Diverse Learners	National Institute of Education	https://place.nie.edu.sg/CourseSearch/CourseDetails/231	
	Pedagogy	Multi-Modal Communication and Learning Strategies for Children with Significant Challenges	Rainbow Centre Training & Consultancy	https://rainbowcentre.arlo.co/courses/81-multimodal-communication-and-learning-strategies-for-children-with-significant-challenges	

*SPED schools can refer to the updated course listings in the Training Roadmap sent by Special Education Branch at the end of every year.

Professional Development	Related Competency / Course Type	Course Title	Course Provider	Web Link
	Pedagogy / Collaboration and Partnerships with Stakeholders	SDIS222 - Facilitating Good Life Transition Planning for Clients	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/b56ea341-6fe9-e811-813d-000c296ee030?isProgramme=False
	Pedagogy / Collaboration and Partnerships with Stakeholders	SDIS5277 - Language Development for Children with Special Needs	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/b9762fa5-7d25-e611-8112-000c296ee03a?isProgramme=False
	Pedagogy	SDIS5504 - Learning Through Play, Recreation and Physical Activity	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/7d782fa5-7d25-e611-8112-000c296ee03a?isProgramme=False
	Pedagogy / Collaboration and Partnerships with Stakeholders	SDIS5973 - Managing Transition from School to Adult Life for Persons with Disabilities	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/31eedb44-7f25-e611-8102-000c29853434?isProgramme=False
	Pedagogy	SDIS5505 - Positive Behaviour Support & Management for People with Disabilities: Intermediate	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/4b7e2fa5-7d25-e611-8112-000c296ee03a?isProgramme=False
	Pedagogy	SDIS172 - Positive Behaviour Support for Persons with Disability	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/0231a771-cd9e-e711-8126-000c296ee030?isProgramme=False
	Pedagogy	SDIS173 - Positive Behaviour Support for Persons with Disability: Supervisor Extension	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/1d2e4160-d09e-e711-8126-000c296ee030?isProgramme=False
	Pedagogy	SDIS5378 - Promoting Protective Behaviours and Sexuality Education for Children and People with Disabilities	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/81772fa5-7d25-e611-8112-000c296ee03a?isProgramme=False
	Pedagogy	SDIS5 - Signposts for Building Better Behaviour: Facilitator Training	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/5c0281c5-6a64-e611-8112-000c296ee03a?isProgramme=True
	Pedagogy / Assessment & Evaluation (for SPED educators working with students with Intellectual Disabilities)	SDIS5549 - True Communication: Using Intensive Interaction to Connect with Learners with Profound Intellectual Disabilities	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/d7782fa5-7d25-e611-8112-000c296ee03a?isProgramme=False
	Pedagogy	SDIS5857 - Facilitating Arts Based Learning for Children with Special Needs	Social Service Institute (With National Arts Council)	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/197b2fa5-7d25-e611-8112-000c296ee03a?isProgramme=False
	Pedagogy	An Introduction to Accessibility and Inclusive Design	University of Illinois at Urbana-Champaign (Online Course on Coursera)	https://www.coursera.org/learn/accessibility

*SPED schools can refer to the updated course listings in the Training Roadmap sent by Special Education Branch at the end of every year.

Professional Development	Related Competency / Course Type	Course Title	Course Provider	Web Link
	Pedagogy	SMART-ASD: Matching Autistic People with Technology Resources	University of Bath (Online Course - FutureLearn)	https://www.futurelearn.com/courses/supporting-autism
	Pedagogy	Using the iPad to Support Students with SEN	Institute of Child Education and Psychology (Online Course)	https://www.icepe.eu/cpd/Using_the_iPad_to_Support_Students_with_SEN
	Pedagogy	Applied Behaviour Analysis	Institute of Child Education and Psychology (Online Course)	https://www.icepe.eu/cpd/Applied_Behaviour_Analysis_
	Self Management and Development / People Development	ICT0100 - Introduction to Lesson Study	National Institute of Education	https://www.nie.edu.sg/our-people/academic-groups/policy-curriculum-leadership/programmes/professional-development-courses/ict-0100---introduction-to-lesson-study
	Self Management and Development / People Development	ICT0102 - Experiencing Lesson Study	National Institute of Education	https://www.nie.edu.sg/our-people/academic-groups/policy-curriculum-leadership/programmes/professional-development-courses
	Self Management and Development / People Development	ICT0105 - Equipping Facilitators for Lesson Study	National Institute of Education	https://www.nie.edu.sg/our-people/academic-groups/policy-curriculum-leadership/programmes/professional-development-courses/ict-0105---equipping-facilitators-for-lesson-study
	Self Management and Development	IPS0003 - Thriving Teachers, Thriving Students: Social-Emotional Components	National Institute of Education	https://place.nie.edu.sg/CourseSearch/CourseDetails/1926
	Self Management and Development	SCR5539 - Overcoming Compassion Fatigue and Burnout	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/c3782fa5-7d25-e611-8112-000c296ee03a?isProgramme=False
	Teamwork and Team Building / People Development (Only for Teacher 4)	Team Awareness Through Extended DISC	Rainbow Centre Training & Consultancy	https://rainbowcentre.arlo.co/courses/52-team-awareness-through-extended-disc
	Collaboration and Partnerships with Stakeholders	SCRS5762 - Rules of Engagement: Collaborating for Greater Productivity	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/797a2fa5-7d25-e611-8112-000c296ee03a?isProgramme=False
	Collaboration and Partnerships with Stakeholders	SDIS5190 - Working with Children with Special Needs: Working Collaboratively with Families	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/11762fa5-7d25-e611-8112-000c296ee03a?isProgramme=False
	People Development (only for Teacher 4)	Train the Trainer (Presentation and Facilitation)	Rainbow Centre Training & Consultancy	https://rainbowcentre.arlo.co/courses/64-train-the-trainer-presentation-and-facilitation

*SPED schools can refer to the updated course listings in the Training Roadmap sent by Special Education Branch at the end of every year.

Job Role	SPED 5 (Senior Teacher)
Role Profile	<p>In addition to the role of a SPED 3 and 4:</p> <p>Curriculum and instructional excellence</p> <ol style="list-style-type: none">1. Develop and review curriculum, pedagogy and assessment for specific domain or disability profile to enhance teaching and learning in alignment with school vision and mission2. Model effective student-centered lessons by adopting appropriate and evidence-based pedagogy, taking account of diverse learner profiles, to maximise student learning and engagement3. Identify and develop effective and appropriate assessments e.g. curriculum-based assessments and monitor strategies at the school level4. Mentor/Coach assigned teachers in the formulation, implementation and review of curriculum plans related to specific domain or disability profile5. Conduct research at school level e.g. action research to inform teaching and learning <p>Holistic student development</p> <ol style="list-style-type: none">6. Coach/Mentor teachers in integrating IEP and ITP goals into lesson planning and in collaborating with families/caregivers, other staff e.g. Job Coach and Allied Professionals, to achieve desired outcomes for all students <p>Professional development</p> <ol style="list-style-type: none">7. Proactively seek learning opportunities and set stretch goals to drive own professional and holistic development8. Share knowledge and research findings in the curriculum, pedagogy and assessment to expand existing capability across the school9. Create a school-wide culture of inquiry and continuous improvement through reflective practice and sharing of best practices10. Model lessons to demonstrate and guide teachers in the appropriate use of (innovative) teaching methods within domain or disability profile or behavior management techniques with teachers in the school <p>Mentorship and people development</p> <ol style="list-style-type: none">11. Foster a mentoring culture in the school; provides guidance and mentorship to teachers on performance improvement, reflective practice; and facilitates skill development in domains or disability profile <p>Organisational management and development</p> <ol style="list-style-type: none">12. Lead a team or works with HODs in the planning and implementation of school programmes and initiatives13. Foster strong partnerships with stakeholders to help achieve desired outcomes for school-wide programmes and initiatives14. Foster a culture of integrity, professionalism, collaboration and innovation

Competencies		Competency Category	Competency Name		Proficiency Level
		Professional Mastery	Assessment and Evaluation		Level 4
		Professional Mastery	Curriculum		Level 4
		Professional Mastery	Pedagogy		Level 4
		Individual Attribute	Self Management and Development		Level 4
		Effective Collaboration	Collaboration and Partnerships with Stakeholders		Level 4
		Effective Collaboration	Teamwork and Team Building		Level 4
		Organisational Excellence	People Development		Level 3
		Organisational Excellence	Strategic Leadership		Level 4
Professional Development	Related Competency / Course Type	Course Title	Course Provider	Web Link	
	Milestone Course (for Senior Teacher, Lead Teacher and Head of Departments)	Management and Leadership in Schools (MLS)	National Institute of Education	https://www.nie.edu.sg/our-people/academic-groups/policy-curriculum-leadership/programmes/management-and-leadership-schools-mls	
	Curriculum / Pedagogy / Assessment & Evaluation	Advanced Diploma in Special Education	National Institute of Education	https://www.nie.edu.sg/professional-and-leadership-development/professional-development-programmes-courses/advanced-diploma-programme/special-education	
	Curriculum / Pedagogy / Assessment & Evaluation	ICT0504 - Action Research for Schools	National Institute of Education	https://www.nie.edu.sg/our-people/academic-groups/policy-curriculum-leadership/programmes/professional-development-courses	
	Curriculum / Pedagogy / Assessment & Evaluation	ICT0505 - Qualitative Research for Education Practitioners	National Institute of Education	https://www.nie.edu.sg/our-people/academic-groups/policy-curriculum-leadership/programmes/professional-development-courses	
	Curriculum / Pedagogy / Assessment & Evaluation	BSE205 - Adapted Physical Education and Sport	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/bse205	
	Curriculum / Pedagogy / Assessment & Evaluation	RSS501 - Advanced Social Research Methods and Design	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/rss501	
	Curriculum / Pedagogy / Assessment & Evaluation	PSY455 - Qualitative Research	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/psy455	

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Professional Development	Related Competency / Course Type	Course Title	Course Provider	Web Link
	Curriculum / Collaboration and Partnerships with Stakeholders	SDIS8 - Advanced Certificate in Supported Employment	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/6e95fd51-b591-e611-8102-000c29853434?isProgramme=True
	Curriculum / Pedagogy	SDIS5171 - Classroom Behaviour Management: Preventive & Developmental Approach	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/eb752fa5-7d25-e611-8112-000c296ee03a?isProgramme=False
	Curriculum (for SPED educators working with students with Intellectual Disabilities)	SDIS6064 - Managing Sexuality Issues of Adults with Intellectual Disabilities	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/Detail/bffc5e92-d61f-ea11-814f-000c296ee030
	Pedagogy / Collaboration and Partnerships with Stakeholders	SDIS222 - Facilitating Good Life Transition Planning for Clients	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/b56ea341-6fe9-e811-813d-000c296ee030?isProgramme=False
	Pedagogy / Collaboration and Partnerships with Stakeholders	SDIS5277 - Language Development for Children with Special Needs	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/b9762fa5-7d25-e611-8112-000c296ee03a?isProgramme=False
	Pedagogy	SDIS5504 - Learning Through Play, Recreation and Physical Activity	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/7d782fa5-7d25-e611-8112-000c296ee03a?isProgramme=False
	Pedagogy / Collaboration and Partnerships with Stakeholders	SDIS5973 - Managing Transition from School to Adult Life for Persons with Disabilities	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/31eedb44-7f25-e611-8102-000c29853434?isProgramme=False
	Pedagogy	An Introduction to Accessibility and Inclusive Design	University of Illinois at Urbana-Champaign (Online Course on Coursera)	https://www.coursera.org/learn/accessibility
	Pedagogy	Applied Behaviour Analysis	Institute of Child Education and Psychology (Online Course)	https://www.icepe.eu/cpd/Applied_Behaviour_Analysis_
	Self Management and Development / People Development	ICT0102 - Experiencing Lesson Study	National Institute of Education	https://www.nie.edu.sg/our-people/academic-groups/policy-curriculum-leadership/programmes/professional-development-courses
	Self Management and Development / People Development	ICT0105 - Equipping Facilitators for Lesson Study	National Institute of Education	https://www.nie.edu.sg/our-people/academic-groups/policy-curriculum-leadership/programmes/professional-development-courses/ict-0105---equipping-facilitators-for-lesson-study

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Professional Development	Related Competency / Course Type	Course Title	Course Provider	Web Link
	Self Management and Development / People Development	ICT0417 - Design Thinking: Tools and Methods	National Institute of Education	https://www.nie.edu.sg/our-people/academic-groups/policy-curriculum-leadership/programmes/professional-development-courses
	Self Management and Development / People Development	ICT0100 - Introduction to Lesson Study	National Institute of Education	https://www.nie.edu.sg/our-people/academic-groups/policy-curriculum-leadership/programmes/professional-development-courses/ict-0100---introduction-to-lesson-study
	Self Management and Development	IPS0003 - Thriving Teachers, Thriving Students: Social-Emotional Components	National Institute of Education	https://place.nie.edu.sg/CourseSearch/CourseDetails/1926
	Self Management and Development	SCRS5539 - Overcoming Compassion Fatigue and Burnout	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/c3782fa5-7d25-e611-8112-000c296ee03a?isProgramme=False
	Teamwork and Team Building / People Development	Team Awareness Through Extended DISC	Rainbow Centre Training & Consultancy	https://rainbowcentre.arlo.co/courses/52-team-awareness-through-extended-disc
	Teamwork and Team Building	HRM263 - Team Dynamics	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/hrm263
	Teamwork and Team Building / People Development / Strategic Leadership	CRS-N-0044215 - Middle Managers' Role in Strategy Implementation - The Lynchpin of Success	Singapore Management University	https://academy.smu.edu.sg/middle-managers-role-strategy-implementation-lynchpin-success-1036
	Collaboration and Partnerships with Stakeholders	COR171 - Negotiation and Relationship Management	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/cor171
	Collaboration and Partnerships with Stakeholders	SCRS5762 - Rules of Engagement: Collaborating for Greater Productivity	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/797a2fa5-7d25-e611-8112-000c296ee03a?isProgramme=False
	Collaboration and Partnerships with Stakeholders	SDIS5190 - Working with Children with Special Needs: Working Collaboratively with Families	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/11762fa5-7d25-e611-8112-000c296ee03a?isProgramme=False

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Professional Development	Related Competency / Course Type	Course Title	Course Provider	Web Link
	People Development	HRM333 - Performance Management	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/hrm333
	People Development	HRM233 - Training and Development	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/hrm233
	People Development	HRM261 - Work Motivation	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/hrm261
	People Development	Train the Trainer (Presentation and Facilitation)	Rainbow Centre Training & Consultancy	https://rainbowcentre.arlo.co/courses/64-train-the-trainer-presentation-and-facilitation

*SPED schools can refer to the updated course listings in the Training Roadmap sent by Special Education Branch at the end of every year.

Job Role	SPED 6 (Lead Teacher)		
Role Profile	<p>In addition to the role of a Senior Teacher</p> <p>Curriculum and instructional excellence</p> <ol style="list-style-type: none"> Lead in the development, design and review of curriculum, pedagogy and assessment for specific domain or disability profile through driving pedagogical innovation to enhance teaching practices at the school level Participate in the design and implementation of sectoral research for specific domain or disability profile Mentor/Coach senior teachers in the formulation, implementation and review of curriculum plans related to specific domain or disability profile Monitor and evaluate the implementation of school-wide curriculum plans and initiatives in specific domain <p>Professional development</p> <ol style="list-style-type: none"> Proactively seek learning opportunities and set stretch goals to drive own professional and holistic development Share knowledge and research findings in curriculum, pedagogy and assessment to expand existing capability at sector level Conduct professional development programmes to upskill staff in domain or disability profile Provide pedagogical leadership to school staff <p>Mentorship and people development</p> <ol style="list-style-type: none"> Lead in establishing a mentoring culture in the school; provides guidance and mentorship to teachers on performance improvement, reflective practice; and facilitates skill development in domains or disability profile <p>Organisational management and development</p> <ol style="list-style-type: none"> Lead a team or works with HODs in the planning and implementation of school/sector wide programmes and initiatives Foster strong partnerships with stakeholders to help achieve desired outcomes for school/sector-wide programmes and initiatives Foster a culture of integrity, professionalism, collaboration and innovation 		
Competencies	Competency Category	Competency Name	Proficiency Level
	Professional Mastery	Assessment and Evaluation	Level 5
	Professional Mastery	Curriculum	Level 5
	Professional Mastery	Pedagogy	Level 5
	Individual Attribute	Self Management and Development	Level 5
	Effective Collaboration	Collaboration and Partnerships with Stakeholders	Level 5

Competencies		Competency Category	Competency Name		Proficiency Level
		Effective Collaboration	Teamwork and Team Building		Level 5
		Organisational Excellence	People Development		Level 4
		Organisational Excellence	Strategic Leadership		Level 4
		Organisational Excellence	Strategic Resource Management		Level 4
Professional Development	Related Competency / Course Type	Course Title	Course Provider	Web Link	
	Milestone Course (for Senior Teacher, Lead Teacher and Head of Departments)	Management and Leadership in Schools (MLS)	National Institute of Education	https://www.nie.edu.sg/professional-and-leadership-development/leadership-programmes/management-and-leadership-in-schools-programme	
	Curriculum / Pedagogy / Assessment & Evaluation	Advanced Diploma in Special Education	National Institute of Education	https://www.nie.edu.sg/professional-and-leadership-development/professional-development-programmes-courses/advanced-diploma-programme/special-education	
	Curriculum	ICT0208 - Curriculum Decision Making For School Leaders	National Institute of Education	https://www.nie.edu.sg/our-people/academic-groups/policy-curriculum-leadership/programmes/professional-development-courses	
	Curriculum / Pedagogy / Assessment & Evaluation	ICT0504 - Action Research for Schools	National Institute of Education	https://www.nie.edu.sg/our-people/academic-groups/policy-curriculum-leadership/programmes/professional-development-courses	
	Curriculum / Pedagogy / Assessment & Evaluation	ICT0505 - Qualitative Research for Education Practitioners	National Institute of Education	https://www.nie.edu.sg/our-people/academic-groups/policy-curriculum-leadership/programmes/professional-development-courses	
	Curriculum / Pedagogy / Assessment & Evaluation	BSE205 - Adapted Physical Education and Sport	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/bse205	
	Curriculum / Pedagogy / Assessment & Evaluation	RSS501 - Advanced Social Research Methods and Design	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/rss501	
	Curriculum / Pedagogy / Assessment & Evaluation	PSY455 - Qualitative Research	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/psy455	
	Curriculum / Collaboration and Partnerships with Stakeholders	SDIS8 - Advanced Certificate in Supported Employment	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/6e95fd51-b591-e611-8102-000c29853434?isProgramme=True	

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Professional Development	Related Competency / Course Type	Course Title	Course Provider	Web Link
	Curriculum / Pedagogy	SDIS5171 - Classroom Behaviour Management: Preventive & Developmental Approach	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/eb752fa5-7d25-e611-8112-000c296ee03a?isProgramme=False
	Curriculum (for SPED educators working with students with Intellectual Disabilities)	SDIS6064 - Managing Sexuality Issues of Adults with Intellectual Disabilities	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/Detail/89e969c3-040f-e911-8140-000c296ee030
	Pedagogy / Collaboration and Partnerships with Stakeholders	SDIS222 - Facilitating Good Life Transition Planning for Clients	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/b56ea341-6fe9-e811-813d-000c296ee030?isProgramme=False
	Pedagogy / Collaboration and Partnerships with Stakeholders	SDIS5277 - Language Development for Children with Special Needs	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/b9762fa5-7d25-e611-8112-000c296ee03a?isProgramme=False
	Pedagogy	SDIS5504 - Learning Through Play, Recreation and Physical Activity	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/7d782fa5-7d25-e611-8112-000c296ee03a?isProgramme=False
	Pedagogy / Collaboration and Partnerships with Stakeholders	SDIS5973 - Managing Transition from School to Adult Life for Persons with Disabilities	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/31eedb44-7f25-e611-8102-000c29853434?isProgramme=False
	Self Management and Development / People Development	ICT0102 - Experiencing Lesson Study	National Institute of Education	https://www.nie.edu.sg/our-people/academic-groups/policy-curriculum-leadership/programmes/professional-development-courses
	Self Management and Development / People Development	ICT0105 - Equipping Facilitators for Lesson Study	National Institute of Education	https://www.nie.edu.sg/our-people/academic-groups/policy-curriculum-leadership/programmes/professional-development-courses/ict-0105---equipping-facilitators-for-lesson-study
	Self Management and Development / People Development	ICT0417 - Design Thinking: Tools and Methods	National Institute of Education	https://www.nie.edu.sg/our-people/academic-groups/policy-curriculum-leadership/programmes/professional-development-courses/ict-0417---design-thinking-tools-and-methods
	Self Management and Development / People Development	ICT0100 - Introduction to Lesson Study	National Institute of Education	https://www.nie.edu.sg/our-people/academic-groups/policy-curriculum-leadership/programmes/professional-development-courses/ict-0100---introduction-to-lesson-study
	Self Management and Development	IPS0003 - Thriving Teachers, Thriving Students: Social-Emotional Components	National Institute of Education	https://place.nie.edu.sg/CourseSearch/CourseDetails/1926

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Professional Development	Related Competency / Course Type	Course Title	Course Provider	Web Link
	Self Management and Development	SCRS5539 - Overcoming Compassion Fatigue and Burnout	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/c3782fa5-7d25-e611-8112-000c296ee03a?isProgramme=False
	Teamwork and Team Building / People Development	Team Awareness Through Extended DISC	Rainbow Centre Training & Consultancy	https://rainbowcentre.arlo.co/courses/52-team-awareness-through-extended-disc
	Teamwork and Team Building	HRM263 - Team Dynamic	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/hrm263
	Teamwork and Team Building / People Development / Strategic Leadership	CRS-N-0044215 - Middle Managers' Role in Strategy Implementation - The Lynchpin of Success	Singapore Management University	https://academy.smu.edu.sg/middle-managers-role-strategy-implementation-lynchpin-success-1036
	Collaboration and Partnerships with Stakeholders	COR171 - Negotiation and Relationship Management	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/cor171
	Collaboration and Partnerships with Stakeholders	SCRS5762 - Rules of Engagement: Collaborating for Greater Productivity	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/797a2fa5-7d25-e611-8112-000c296ee03a?isProgramme=False
	Collaboration and Partnerships with Stakeholders	SDIS5190 - Working with Children with Special Needs: Working Collaboratively with Families	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/11762fa5-7d25-e611-8112-000c296ee03a?isProgramme=False
	People Development	HRM333 - Performance Management	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/hrm333
	People Development	HRM233 - Training and Development	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/hrm233
	People Development	HRM261 - Work Motivation	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/hrm261
	People Development	Train the Trainer (Presentation and Facilitation)	Rainbow Centre Training & Consultancy	https://rainbowcentre.arlo.co/courses/64-train-the-trainer-presentation-and-facilitation

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Job Role	SPED 5 and 6 (Head)
Role Profile (Core)	<p>In addition to the role of a SPED 3 and 4:</p> <p>Curriculum and instructional excellence</p> <ol style="list-style-type: none">1. Lead the development of the vision, educational goals and priorities to guide curriculum for assigned domain/level/track2. Lead the planning, implementation and evaluation of school-based curriculum or programmes for the assigned domain/level/track3. Customise curriculum, pedagogy and assessment methods to enhance students’ learning experiences for assigned domain/level/track4. Lead the implementation of a framework for monitoring and evaluating instructional programmes, classroom practices and student progress for assigned domain/level/track <p>Holistic student development [Suggest to include]</p> <ol style="list-style-type: none">5. Lead the integration of IEP/ITP goals into lesson planning; collaborate with families/caregivers and Allied Professionals, to achieve desired outcomes for all students for the assigned domain/level/track6. Develop and implement programmes to support student character development and social emotional skills for the assigned domain/level/track <p>Professional development</p> <ol style="list-style-type: none">7. Develop professional development roadmaps and in-house programmes for assigned domain/level/track8. Facilitate school professional learning teams and networked learning communities in the SPED sector9. Proactively seek learning opportunities and set stretch goals to drive own professional and holistic development <p>Mentorship and people development</p> <ol style="list-style-type: none">10. Provide ongoing feedback and mentorship to teachers. to encourage performance improvement, reflective practice and facilitate skill development11. Evaluate direct reports’ (teacher) progress and performance and provide coaching/mentoring <p>Projects, programmes and initiatives</p> <ol style="list-style-type: none">12. Lead or provide advisory solutions to one or more CCA(s)13. Lead cross-functional teams to plan and implement school-wide programmes/initiatives/events <p>Partnerships and stakeholder engagement</p> <ol style="list-style-type: none">14. Establish and develop partnerships with stakeholders (e.g. families/caregivers, community partners, mainstream partners and allied professionals) to help achieve desired outcomes15. Lead the development of communication materials for families/caregivers, community or commercial partners etc. for relevant programmes/initiatives <p>Organisational management and development</p> <ol style="list-style-type: none">16. Foster a culture of integrity, professionalism, collaboration and innovation in assigned domain/level/track17. Lead the formulation, implementation and evaluation of work plans and initiatives related to assigned domain/level/track to ensure alignment with the school’s vision and priorities18. Plan and manage allocated budget and resources for the assigned domain/level/track

Role Profile (Differentiated)		Choose 1-2: 1. Support the development and implementation of induction programmes for new staff 2. Support the selection and assessment of Senior/Teacher Aides and Teachers		
Competencies		Competency Category	Competency Name	Proficiency Level
		Professional Mastery	Assessment and Evaluation	Level 5
		Professional Mastery	Curriculum	Level 5
		Professional Mastery	Pedagogy	Level 5
		Individual Attribute	Self Management and Development	Level 5
		Effective Collaboration	Collaboration and Partnerships with Stakeholders	Level 5
		Effective Collaboration	Teamwork and Team Building	Level 5
		Organisational Excellence	People Development	Level 4
		Organisational Excellence	Strategic Leadership	Level 4
		Organisational Excellence	Strategic Resource Management	Level 4
Professional Development	Related Competency / Course Type	Course Title	Course Provider	Web Link
	Milestone Course (for Senior Teacher, Lead Teacher and Head of Departments)	Management and Leadership in Schools (MLS)	National Institute of Education	https://www.nie.edu.sg/our-people/academic-groups/policy-curriculum-leadership/programmes/management-and-leadership-schools-mls
	Curriculum / Pedagogy / Assessment & Evaluation	Advanced Diploma in Special Education	National Institute of Education	https://www.nie.edu.sg/professional-and-leadership-development/professional-development-programmes-courses/advanced-diploma-programme/special-education
	Curriculum	ICT0208 - Curriculum Decision Making For School Leaders	National Institute of Education	https://www.nie.edu.sg/our-people/academic-groups/policy-curriculum-leadership/programmes/professional-development-courses
	Curriculum / Pedagogy / Assessment & Evaluation	ICT0504 - Action Research for Schools	National Institute of Education	https://www.nie.edu.sg/our-people/academic-groups/policy-curriculum-leadership/programmes/professional-development-courses
	Curriculum / Pedagogy / Assessment & Evaluation	ICT0505 - Qualitative Research for Education Practitioners	National Institute of Education	https://www.nie.edu.sg/our-people/academic-groups/policy-curriculum-leadership/programmes/professional-development-courses

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Professional Development	Related Competency / Course Type	Course Title	Course Provider	Web Link
	Curriculum / Pedagogy / Assessment & Evaluation	BSE205 - Adapted Physical Education and Sport	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/bse205
	Curriculum / Pedagogy / Assessment & Evaluation	RSS501 - Advanced Social Research Methods and Design	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/rss501
	Curriculum / Collaboration and Partnerships with Stakeholders	SDIS8 - Advanced Certificate in Supported Employment	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/6e95fd51-b591-e611-8102-000c29853434?isProgramme=True
	Curriculum / Pedagogy	SDIS5171 - Classroom Behaviour Management: Preventive & Developmental Approach	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/eb752fa5-7d25-e611-8112-000c296ee03a?isProgramme=False
	Curriculum (for SPED educators working with students with Intellectual Disabilities)	SDIS6064 - Managing Sexuality Issues of Adults with Intellectual Disabilities	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/Detail/bffc5e92-d61f-ea11-814f-000c296ee030
	Pedagogy / Collaboration and Partnerships with Stakeholders	SDIS222 - Facilitating Good Life Transition Planning for Clients	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/b56ea341-6fe9-e811-813d-000c296ee030?isProgramme=False
	Pedagogy / Collaboration and Partnerships with Stakeholders	SDIS5277 - Language Development for Children with Special Needs	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/b9762fa5-7d25-e611-8112-000c296ee03a?isProgramme=False
	Pedagogy	SDIS5504 - Learning Through Play, Recreation and Physical Activity	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/7d782fa5-7d25-e611-8112-000c296ee03a?isProgramme=False
	Pedagogy / Collaboration and Partnerships with Stakeholders	SDIS5973 - Managing Transition from School to Adult Life for Persons with Disabilities	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/31eedb44-7f25-e611-8102-000c29853434?isProgramme=False
	Pedagogy	Applied Behaviour Analysis	Institute of Child Education and Psychology (Online Course)	https://www.icepe.eu/cpd/Applied_Behaviour_Analysis_
	Self Management and Development / People Development	ICT0102 - Experiencing Lesson Study	National Institute of Education	https://www.nie.edu.sg/our-people/academic-groups/policy-curriculum-leadership/programmes/professional-development-courses
	Self Management and Development / People Development	ICT0105 - Equipping Facilitators for Lesson Study	National Institute of Education	https://www.nie.edu.sg/our-people/academic-groups/policy-curriculum-leadership/programmes/professional-development-courses/ict-0105---equipping-facilitators-for-lesson-study

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Professional Development	Related Competency / Course Type	Course Title	Course Provider	Web Link
	Self Management and Development / People Development	ICT0417 - Design Thinking: Tools and Methods	National Institute of Education	https://www.nie.edu.sg/our-people/academic-groups/policy-curriculum-leadership/programmes/professional-development-courses
	Self Management and Development	IPS0003 - Thriving Teachers, Thriving Students: Social-Emotional Components	National Institute of Education	https://place.nie.edu.sg/CourseSearch/CourseDetails/1926
	Self Management and Development / People Development	ICT0100 - Introduction to Lesson Study	National Institute of Education	https://www.nie.edu.sg/our-people/academic-groups/policy-curriculum-leadership/programmes/professional-development-courses/ict-0100---introduction-to-lesson-study
	Self Management and Development	SCRS5539 - Overcoming Compassion Fatigue and Burnout	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/c3782fa5-7d25-e611-8112-000c296ee03a?isProgramme=False
	Teamwork and Team Building / People Development	Team Awareness Through Extended DISC	Rainbow Centre Training & Consultancy	https://rainbowcentre.arlo.co/courses/52-team-awareness-through-extended-disc
	Teamwork and Team Building	HRM263 - Team Dynamics	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/hrm263
	Teamwork and Team Building / People Development / Strategic Leadership	CRS-N-0044215 - Middle Managers' Role in Strategy Implementation - The Lynchpin of Success	Singapore Management University	https://academy.smu.edu.sg/middle-managers-role-strategy-implementation-lynchpin-success-1036
	Collaboration and Partnerships with Stakeholders	COR171 - Negotiation and Relationship Management	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/cor171
	Collaboration and Partnerships with Stakeholders	SCRS5762 - Rules of Engagement: Collaborating for Greater Productivity	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/797a2fa5-7d25-e611-8112-000c296ee03a?isProgramme=False
	Collaboration and Partnerships with Stakeholders	SDIS5190 - Working with Children with Special Needs: Working Collaboratively with Families	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/11762fa5-7d25-e611-8112-000c296ee03a?isProgramme=False

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Professional Development	Related Competency / Course Type	Course Title	Course Provider	Web Link
	People Development	HRM333 - Performance Management	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/hrm333
	People Development	GSP187 - Performance Management (Practice)	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/gsp187
	People Development	HRM233 - Training and Development	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/hrm233
	People Development	HRM261 - Work Motivation	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/hrm261
	People Development	Train the Trainer (Presentation and Facilitation)	Rainbow Centre Training & Consultancy	https://rainbowcentre.arlo.co/courses/64-train-the-trainer-presentation-and-facilitation

*SPED schools can refer to the updated course listings in the Training Roadmap sent by Special Education Branch at the end of every year.

Job Role	SPED 6 and 7 (Vice Principal)
<div data-bbox="479 945 629 971" data-label="Section-Header"> <h3>Role Profile</h3> </div>	<div data-bbox="999 270 1556 296" data-label="Section-Header"> <h4>Curriculum and instructional excellence</h4> </div> <div data-bbox="999 307 3055 448" data-label="List-Group"> <ol style="list-style-type: none"> 1. Lead the development of the school’s vision, educational goals and priorities to guide school-based curriculum to meet educational needs of student profile. 2. Lead the development of a holistic, rigorous and engaging school-based curriculum which is aligned with the school’s vision 3. Lead the development and implementation of a framework to monitor and evaluate the effectiveness of instructional practices and programmes 4. Lead the implementation of (innovative) pedagogical and assessment methods to enhance students’ learning </div> <div data-bbox="999 489 1412 515" data-label="Section-Header"> <h4>Holistic student development</h4> </div> <div data-bbox="999 527 2802 667" data-label="List-Group"> <ol style="list-style-type: none"> 5. Lead the development and implementation of a school-wide ITP/IEP process. 6. Manage systems and processes to equip and enable families/caregivers to reinforce teaching and learning at home and in the community 7. Partner Principal in establishing systematic and comprehensive character development and social emotional programme 8. Partner Principal in developing and ensuring a safe and conducive learning environment </div> <div data-bbox="999 709 1366 735" data-label="Section-Header"> <h4>Professional development</h4> </div> <div data-bbox="999 746 2885 847" data-label="List-Group"> <ol style="list-style-type: none"> 9. Proactively seek learning opportunities and set stretch goals to drive own professional and holistic development 10. Support the Principal in formulating school’s professional development priorities in alignment with wider SPED-sector vision and opportunities 11. Develop school-wide professional development roadmaps and in-house programmes </div> <div data-bbox="999 889 1512 915" data-label="Section-Header"> <h4>Mentorship and people development</h4> </div> <div data-bbox="999 926 2918 1028" data-label="List-Group"> <ol style="list-style-type: none"> 12. Evaluate Key Personnel development and performance and provide coaching/mentoring 13. Support Key Personnel and Reporting Officers in implementation of performance management and employee rewards processes to ensure robust implementation </div> <div data-bbox="999 1069 1516 1095" data-label="Section-Header"> <h4>Projects, programmes and initiatives</h4> </div> <div data-bbox="999 1106 2372 1133" data-label="List-Group"> <ol style="list-style-type: none"> 14. Lead the development, implementation and evaluation of school-wide CCA programmes and initiatives </div> <div data-bbox="999 1174 1592 1200" data-label="Section-Header"> <h4>Partnerships and stakeholder engagement</h4> </div> <div data-bbox="999 1211 3012 1283" data-label="List-Group"> <ol style="list-style-type: none"> 15. Support the Principal in forging strategic partnerships with relevant stakeholders (e.g. community, SMC, alumni commercial partners, mainstream school partners, families/caregivers,) for school improvement </div> <div data-bbox="999 1324 1649 1350" data-label="Section-Header"> <h4>Organisational management and development</h4> </div> <div data-bbox="999 1361 3085 1643" data-label="List-Group"> <ol style="list-style-type: none"> 16. Foster the creation of a culture which focuses on integrity, professionalism, collaboration and innovation 17. Review the school’s mission, vision and educational philosophy in alignment with the wider SSA and SPED mission, vision and values 18. Support the Principal in the development and implementation of policies and processes to manage school resources (e.g. funds, manpower, expertise etc.) in a sustainable and optimal way 19. Partner Key Personnel to facilitate the development, implementation and evaluation of school-wide administrative processes, work plans and initiatives (e.g. admissions, emergency and volunteer policies) 20. Oversee and guide administrative personnel to ensure appropriate and safe infrastructure for a conducive learning environment for students 21. Partner the Principal and Key Personnel to implement staff recruitment and selection processes </div>

Competencies		Competency Category	Competency Name		Proficiency Level
		Professional Mastery	Assessment and Evaluation		Level 6
		Professional Mastery	Curriculum		Level 6
		Professional Mastery	Pedagogy		Level 6
		Individual Attribute	Self Management and Development		Level 6
		Effective Collaboration	Collaboration and Partnerships with Stakeholders		Level 6
		Effective Collaboration	Teamwork and Team Building		Level 6
		Organisational Excellence	People Development		Level 5
		Organisational Excellence	Strategic Leadership		Level 5
		Organisational Excellence	Strategic Resource Management		Level 5
Professional Development	Related Competency / Course Type	Course Title	Course Provider	Web Link	
	Curriculum	ICT0208 - Curriculum Decision Making For School Leaders	National Institute of Education	https://www.nie.edu.sg/our-people/academic-groups/policy-curriculum-leadership/programmes/professional-development-courses	
	Self Management and Development	CRLAR10 - Self Leadership: Awareness, Choice, Responsibility	Civil Service College	https://www.cscollege.gov.sg/programmes/pages/display%20programme.aspx?epid=g1d637ipj4dfpjb4d252dqa1rw	
	Self Management and Development	SCRS5539 - Overcoming Compassion Fatigue and Burnout	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/c3782fa5-7d25-e611-8112-000c296ee03a?isProgramme=False	
	Teamwork and Team Building / People Development	CRCCM10 - Crucial Conversations® For People Managers	Civil Service College	https://www.cscollege.gov.sg/programmes/Pages/Display%20Programme.aspx?ePID=fk4u4424juubjn5ejhmmtoujaa	
	Collaboration and Partnerships with Stakeholders	COR171 - Negotiation and Relationship Management	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/cor171	
	People Development / Strategic Resource Management	HRM373 - Assessment and Selection	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/hrm373	

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Professional Development	Related Competency / Course Type	Course Title	Course Provider	Web Link
	People Development	HCM533 - Managing Talent II: Performance and Development	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/hcm533
	People Development	HRM333 - Performance Management	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/hrm333
	People Development	GSP187 - Performance Management (Practice)	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/gsp187
	People Development / Strategic Resource Management	GSP185 - Recruitment and Selection (Practice)	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/gsp185
	People Development	HRM331 - Talent Management	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/hrm331
	Strategic Resource Management / Strategic Leadership	CRSFW10 - Strategic Formulation and Implementation: Translating Strategy to Results	Civil Service College	https://www.cscollege.gov.sg/programmes/Pages/Display%20Programme.aspx?ePID=qln6ftgatl9clnt7cbvigqeus
	Strategic Resource Management	HCM531 - Managing Talent I: Acquisition and Retention	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/hcm531
	Strategic Leadership	CRSTB10 - Basic System Thinking (using 3 Quest)	Civil Service College	https://www.cscollege.gov.sg/programmes/Pages/Display%20Programme.aspx?ePID=v3h3ls6nkeca5ko2h5s16disam
	Strategic Leadership	HRM 335 - Leadership Development	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/hrm335

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Job Role	SPED 7 and 8 (Principal)
<div>Role Profile</div>	<p>Curriculum and instructional excellence</p> <ol style="list-style-type: none"> 1. Oversee the development of the school’s vision, educational goals and priorities to guide school-based curriculum to meet educational needs of student profile. 2. Oversee the development of a holistic, rigorous and engaging school-based curriculum in alignment with the school’s vision and student profile 3. Oversee the development and implementation of a framework to monitor and evaluate the effectiveness of instructional practices and programmes 4. Oversee the implementation of (innovative) pedagogical and assessment methods to enhance students’ learning
	<p>Holistic student development</p> <ol style="list-style-type: none"> 5. Oversee the development and implementation of a school-wide ITP/IEP process. 6. Establish systems and process to equip and enable families/caregivers to reinforce teaching and learning at home and in the community 7. Establish systematic and comprehensive character development and social emotional programme in alignment with the school’s vision and student profile 8. Oversee the creation and development of a safe and conducive learning environment.
	<p>Professional development</p> <ol style="list-style-type: none"> 9. Proactively seek learning opportunities and set stretch goals to drive own professional and holistic development 10. Formulate school’s professional development priorities in alignment with wider SPED-sector vision and opportunities 11. Oversee the development and implementation of school-wide professional development framework
	<p>Mentorship and people development</p> <ol style="list-style-type: none"> 12. Evaluate Key Personnel (including Vice Principal) development and performance and provide coaching/mentoring 13. Lead in establishing robust performance management structures and processes for the development of all staff
	<p>Projects, programmes and initiatives</p> <ol style="list-style-type: none"> 14. Oversee the development, implementation and evaluation of school-wide CCA programmes and initiatives
	<p>Partnerships and stakeholder engagement</p> <ol style="list-style-type: none"> 15. Forge strategic partnerships with relevant stakeholders (e.g. community, SMC, alumni commercial partners, mainstream school partners, families/caregivers,) for school improvement
	<p>Organisational management and development</p> <ol style="list-style-type: none"> 16. Establish a culture which focuses on integrity, professionalism, collaboration and innovation 17. Lead the review and establishment of the school’s mission, vision and educational philosophy in alignment with the wider SSA and SPED mission and vision 18. Lead the development and implementation of resource management policies and processes (e.g. funds, manpower, expertise etc.) 19. Lead Key Personnel to facilitate the development, implementation and evaluation of school-wide processes, work plans and initiatives (e.g. admission, emergency and volunteer policies) 20. Oversee and guide administrative personnel to ensure appropriate and safe infrastructure, for a conducive learning environment for students 21. Lead the development and implementation of school-wide staff recruitment and selection processes

Competencies		Competency Category	Competency Name		Proficiency Level
		Professional Mastery	Assessment and Evaluation		Level 6
		Professional Mastery	Curriculum		Level 6
		Professional Mastery	Pedagogy		Level 6
		Individual Attribute	Self Management and Development		Level 6
		Effective Collaboration	Collaboration and Partnerships with Stakeholders		Level 6
		Effective Collaboration	Teamwork and Team Building		Level 6
		Organisational Excellence	People Development		Level 6
		Organisational Excellence	Strategic Leadership		Level 6
		Organisational Excellence	Strategic Resource Management		Level 6
Professional Development	Related Competency / Course Type	Course Title	Course Provider	Web Link	
	Curriculum	ICT0208 - Curriculum Decision Making For School Leaders	National Institute of Education	https://www.nie.edu.sg/our-people/academic-groups/policy-curriculum-leadership/programmes/professional-development-courses	
	Self Management and Development	CRLAR10 - Self Leadership: Awareness, Choice, Responsibility	Civil Service College	https://www.cscollege.gov.sg/programmes/pages/display%20programme.aspx?epid=g1d637ipj4dfpjb4d252dqa1rw	
	Self Management and Development	SCRS5539 - Overcoming Compassion Fatigue and Burnout	Social Service Institute	https://e-services.ncss.gov.sg/Training/Course/TemplateDetail/c3782fa5-7d25-e611-8112-000c296ee03a?isProgramme=False	
	Teamwork and Team Building / People Development	CRCCM10 - Crucial Conversations® For People Managers	Civil Service College	https://www.cscollege.gov.sg/programmes/Pages/Display%20Programme.aspx?ePID=fk4u4424juubjn5ejhmmtoujaa	
	Collaboration and Partnerships with Stakeholders	COR171 - Negotiation and Relationship Management	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/cor171	
	People Development / Strategic Resource Management	HRM373 - Assessment and Selection	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/hrm373	
	People Development	HCM533 - Managing Talent II: Performance and Development	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/hcm533	

*SPED schools can refer to the updated course listings in the Training Roadmap sent by Special Education Branch at the end of every year.

Professional Development	Related Competency / Course Type	Course Title	Course Provider	Web Link
	People Development	HRM333 - Performance Management	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/hrm333
	People Development	GSP187 - Performance Management (Practice)	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/gsp187
	People Development / Strategic Resource Management	GSP185 - Recruitment and Selection (Practice)	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/gsp185
	People Development	HRM331 - Talent Management	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/hrm331
	Strategic Resource Management / Strategic Leadership	CRSFW10 - Strategic Formulation and Implementation: Translating Strategy to Results	Civil Service College	https://www.cscollege.gov.sg/programmes/Pages/Display%20Programme.aspx?ePID=qln6ftgatlc9clnt7cbvigqeus
	Strategic Resource Management	HCM531 - Managing Talent I: Acquisition and Retention	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/hcm531
	Strategic Leadership	CRSTB10 - Basic System Thinking (using 3 Quest)	Civil Service College	https://www.cscollege.gov.sg/programmes/Pages/Display%20Programme.aspx?ePID=v3h3ls6nkeca5ko2h5s16disam
	Strategic Leadership	HRM 335 - Leadership Development	Singapore University of Social Science	https://www.suss.edu.sg/courses/detail/hrm335

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ANNEX: SPED TEACHER COMPETENCY FRAMEWORK



CORE COMPETENCIES

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 environments Range of classroom routines and work systems Methods for collecting data on student behaviour patterns for purpose of tracking IEP/ITP goals Range of proactive behaviour interventions Specific disability profiles and co-occurring conditions Preferences, interests, needs and strengths of individual students (PINS) Mode(s) of communication appropriate to the disability profile Range 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 environments Range of disability profiles and co-occurring conditions Learning theories and their application/ relevance to Special Educational Needs Pedagogies appropriate to disability Range of learning resources, including use of ICT, to support different learning needs 	<ul style="list-style-type: none"> Strategies to design and review learning environments Strategies to evaluate classroom management strategies Methods to analyse, interpret and report data collected Triggers and functions of challenging behaviour Range of behaviour interventions for at-risk students with challenging behaviours Methods to develop behaviour support plan Best practices in pedagogies appropriate to disability and domain Strategies for adapting pedagogies appropriate to disability and domain Strategies to customise learning resources to support individual student needs 	<ul style="list-style-type: none"> Strategies to design and review learning environments Strategies to evaluate classroom management strategies Methods to analyse, interpret and report data collected Triggers and functions of challenging behaviour Range of behaviour interventions for at-risk students with challenging behaviours Methods to develop behaviour support plan Trends in pedagogies appropriate to disability and domain Strategies 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 designs Strategies to establish school-wide behaviour support system Trends in pedagogies appropriate to disability and domain Strategies 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 designs Range of school-wide behaviour support policies Trends in pedagogies appropriate to disability and domain Strategies to create new learning resources and leverage ICT to optimise learning of individual student

*Level 1 applies to Teacher Aides. Teacher Aides should refer to a separate Journeys Package guide for Teacher Aides.

Proficiency Level	Level 1*	Level 2	Level 3	Level 4	Level 5	Level 6
Abilities	<ul style="list-style-type: none"> Follow procedures to ensure student safety and well-being Implement classroom routines and work systems Assist in data collection and management of students' behaviour patterns to support development and learning of IEP/ITP goals Assist in implementing proactive behaviour interventions during and after lessons Assist in implementing disability-specific pedagogies Use prescribed learning resources (including assistive technology) 	<ul style="list-style-type: none"> Maintain a safe classroom environment for student safety and well-being Establish routines and work systems across different learning environment based on individual student's PINS Record a range of data on students' behaviour patterns Implement proactive behaviour interventions based on behaviour support plan Identify and implement pedagogies, including use of ICT, appropriate to disability, and with reference to students' IEP goals Use a variety of learning resources to meet individual student's learning needs 	<ul style="list-style-type: none"> Customise learning environments that cater to student learning needs Evaluate and enhance classroom management strategies Formulate behaviour support plan (based on the analysis and interpretation of data collected) Customise pedagogies, including use of ICT, based on feedback and evaluation outcomes Evaluate and customise learning resources to meet individual student's learning needs 	<ul style="list-style-type: none"> Create a conducive learning environment to cater to student learning needs Evaluate and enhance effectiveness of behaviour support plan Integrate and customise a range of pedagogies Design learning resources to meet individual student's learning needs 	<ul style="list-style-type: none"> Lead in the design of school spaces that support curricular goals of the school to meet student learning needs Establish school-wide classroom management and evaluation systems Implement and review school-wide behaviour support system Lead in reviewing pedagogies, including use of ICT, Curate research on pedagogies to improve student learning Curate a variety of learning resources 	<ul style="list-style-type: none"> Lead in the design of school spaces that support curricular goals of the school to meet student learning needs Establish school-wide classroom management and evaluation systems Design school-wide behaviour support policy Advocate relevant pedagogies, including use of ICT, that strategically support student learning Curate a variety of learning resources

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Competency	Assessment					
Definition	Develop, implement and review appropriate assessment methods and instruments to measure student progress; analyze and evaluate data in order to enhance learning, pedagogy, and curriculum design					
Proficiency Level	Level 1*	Level 2	Level 3	Level 4	Level 5	Level 6
Proficiency Description	<ul style="list-style-type: none"> Collect assessment information on students to support teaching and learning 	<ul style="list-style-type: none"> Administer assessment instruments and procedures prescribed to identify the learning needs and progress of students 	<ul style="list-style-type: none"> Interpret and analyse assessment data to identify areas of student progress or learning needs 	<ul style="list-style-type: none"> Design a range of assessment instruments and procedures based on individual students' needs to improve the evaluation of student learning 	<ul style="list-style-type: none"> Lead assessment design across level/domain/track 	<ul style="list-style-type: none"> Align school wide assessment policies and processes to support teaching, learning, and behavioral well-being
Knowledge	<ul style="list-style-type: none"> Assessment requirements and procedures specific to assigned roles 	<ul style="list-style-type: none"> Assessment for Learning for SEN Assessment theories and types of measurement Formats for presenting assessment data 	<ul style="list-style-type: none"> Assessment methods and instruments appropriate to the curriculum goals and individual student's learning needs Strategies for assessment collaboration 	<ul style="list-style-type: none"> Methods to interpret school wide diagnostic assessment results 	<ul style="list-style-type: none"> Research in assessment for SEN Strategies to apply assessment findings for enhancement of teaching 	<ul style="list-style-type: none"> Objectives of school assessment system Strategies to establish school assessment system
Abilities	<ul style="list-style-type: none"> Assist in administration of assessments Record assessment data Utilise assessment information to support teaching and learning 	<ul style="list-style-type: none"> Identify appropriate assessment objectives for students Implement prescribed assessment procedures in the classroom Analyse assessment results to adapt teaching to individual student 	<ul style="list-style-type: none"> Select assessment instruments or procedures appropriate for individual students to identify learning needs and progress Administer assessment procedures and instruments appropriate to the students' profiles and the learning context Analyse class assessment data to identify trends, patterns and anomalies Apply assessment findings to enhance class wide teaching and learning Conduct a range of assessments, to collect appropriate information for decision making 	<ul style="list-style-type: none"> Design assessment based on the students' specific learning and behavioral goals, objectives, and needs for instructional supports Facilitate implementation of appropriate accommodations and modifications to standardised tests Evaluate the quality of assessment 	<ul style="list-style-type: none"> Design data collection systems for domain/level/track in collaboration with allied professionals to behaviour, learning and progress Analyse assessment results across domain/level/track to enhance teaching and pedagogy Evaluate assessment practices 	<ul style="list-style-type: none"> Design assessment policy and processes in the school with reference to trends in assessment practices Lead in designing and evaluating data collection at school level

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Competency	Curriculum					
Definition	Develop and implement a curriculum that optimises student learning and engagement					
Proficiency Level	Level 1*	Level 2	Level 3	Level 4	Level 5	Level 6
Proficiency Description	<ul style="list-style-type: none"> Know and understand daily lesson plans 	<ul style="list-style-type: none"> Design lesson plans aligned to curriculum and with reference to Individual Education Plan (IEP) goals 	<ul style="list-style-type: none"> Review and refine/adapt lesson plans based on student responses 	<ul style="list-style-type: none"> Assist in designing and reviewing scope and sequence (S&S) and scheme of work (SOW) 	<ul style="list-style-type: none"> Develop and review effectiveness of S&S and SOW 	<ul style="list-style-type: none"> Drive the development of curriculum and S&S that would cater to student learning needs and maximise the achievement of student outcomes
Knowledge	<ul style="list-style-type: none"> Learning and disability domain(s) Developmental trajectories of students with SEN 	<ul style="list-style-type: none"> Range of post-school pathways 	<ul style="list-style-type: none"> Strategies to review lesson plans 	<ul style="list-style-type: none"> Trends and developments in specific learning and disability domains 	<ul style="list-style-type: none"> Knowledge of other learning and disability domains not under purview 	<ul style="list-style-type: none"> Knowledge of other learning and disability domains not under purview
Knowledge	<ul style="list-style-type: none"> SOW of learning domain(s) 	<ul style="list-style-type: none"> Principles of developing IEP/ITP Principles and components of lesson planning Scope and Sequence (S&S) of learning domain(s) Components of School Curriculum 		<ul style="list-style-type: none"> Strategies for designing, developing and reviewing curriculum Strategies to review SOW Trends and developments in curricula 	<ul style="list-style-type: none"> Strategies to review S&S & curriculum 	
Abilities	<ul style="list-style-type: none"> Assist in preparing lesson plans and teaching materials for lessons 	<ul style="list-style-type: none"> Apply knowledge of developmental and age appropriateness in lesson planning Develop daily lesson plans with reference to SOWs and IEP goals Develop IEP/ITP goals based on student PINS and present level of performance in consultation with families and caregivers 	<ul style="list-style-type: none"> Adapt lesson plans based on student responses and learning progress 	<ul style="list-style-type: none"> Assist in designing SOW that meets the learning needs of students Apply observation data and feedback from stakeholders to improve the planning and design of lesson plans and SOW Review current research on curriculum 	<ul style="list-style-type: none"> Lead in review of curriculum, S&S and SOW to meet student learning needs Lead in designing and implementing revisions and enhancements to curriculum, S&S and SOW for all learning domains based on analysis of review data and research Integrate S&S with other learning domains to ensure cross curricular reinforcement of skills and knowledge 	<ul style="list-style-type: none"> Establish school wide curriculum policy

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INDIVIDUAL ATTRIBUTE

Competency	Self-management and Development					
Definition	Take ownership of one’s professional growth, development and well-being, in order to strengthen students’ learning and development					
Proficiency Level	Level 1*	Level 2	Level 3	Level 4	Level 5	Level 6
Proficiency Description	<ul style="list-style-type: none">• Recognise personal areas of strength and areas for growth, and how such personal qualities impact work performance	<ul style="list-style-type: none">• Identify individual knowledge and skills gaps, and pursue relevant professional development opportunities	<ul style="list-style-type: none">• Develop plans to support personal and professional aspirations	<ul style="list-style-type: none">• Model continuous learning	<ul style="list-style-type: none">• Build school wide structures and approaches that support personal and professional excellence	<ul style="list-style-type: none">• Foster a school environment that promotes commitment to and ownership of personal and professional excellence
Knowledge	<ul style="list-style-type: none">• Personal strengths and areas for improvement• Reflective Practice• Time management skills• Self-care techniques• Stress management techniques• Symptoms of stress and burnout	<ul style="list-style-type: none">• Professional development opportunities, platforms and resources	<ul style="list-style-type: none">• Career development pathways for SPED professionals• Decision making skills	<ul style="list-style-type: none">• Trends and developments in local and international SPED sector	<ul style="list-style-type: none">• Workplace structures that promote reflective practice, personal and professional excellence	<ul style="list-style-type: none">• Strategies to foster an environment that encourages reflective practice, personal and professional excellence

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Proficiency Level	Level 1*	Level 2	Level 3	Level 4	Level 5	Level 6
Abilities	<ul style="list-style-type: none"> • Recognise impact of individual attitudes, beliefs and values on students' development • Identify areas for improvement based on assessment of personal strengths and weaknesses • Reflect on one's performance to improve professional practice • Demonstrate receptiveness to professional advice and/or feedback where relevant • Identify indicators and sources of stress • Apply self-care practices to maintain personal well-being 	<ul style="list-style-type: none"> • Engage in reflective practice and professional self-assessment • Proactively seek coaching and consultation to improve personal and professional effectiveness • Integrate performance feedback into personal learning and development efforts • Demonstrate initiative in active learning • Practise self-care and self-management principles to achieve professional effectiveness 	<ul style="list-style-type: none"> • Demonstrate clarity of professional aspirations • Develop and implement professional development plan with Reporting Officer • Practise time management strategies to reduce or regulate stress • Identify personal system of emotional and practical support, both within and outside the school 	<ul style="list-style-type: none"> • Evaluate own progress and experiences to work towards achievement of professional aspirations • Envision future skills required based on local and global SPED sector developments and seek active learning • Monitor self for signs of sustained stress or burnout and generate possible solutions 	<ul style="list-style-type: none"> • Develop structures that supports personal and professional excellence • Establish school wide structures to support self-care and self- management needs of colleagues 	<ul style="list-style-type: none"> • Build and promote the envisioned school environment that promotes commitment to personal and professional excellence • Evaluate systemic provision of self- care and self-management to achieve professional effectiveness • Model and advocate self-care and self-management to achieve professional effectiveness

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EFFECTIVE COLLABORATION

Competency	Teamwork and Team Building					
Definition	Work effectively with staff and fraternity to implement and improve curriculum, programmes and other educational activities, to support students’ learning and to achieve student outcomes.					
Proficiency Level	Level 1*	Level 2	Level 3	Level 4	Level 5	Level 6
Proficiency Description	<ul style="list-style-type: none">• Contribute to team efforts	<ul style="list-style-type: none">• Cultivate positive working relationships with teams	<ul style="list-style-type: none">• Engage meaningfully with teams to achieve desired objectives	<ul style="list-style-type: none">• Nurture positive working relationships within teams that allow for effective teamwork	<ul style="list-style-type: none">• Lead effective teams to achieve desired outcomes	<ul style="list-style-type: none">• Establish and maintain an open and collaborative culture for all staff in the school
Knowledge	<ul style="list-style-type: none">• Communication skills (including active listening and questioning)• Modes of communication and the settings in which each mode is appropriate• Roles and responsibilities of different staff within the school• Time management skills	<ul style="list-style-type: none">• Strategies for cultivating positive workplace relationships• Impact of teamwork on achieving student outcomes	<ul style="list-style-type: none">• Approaches to peer learning and its applications in the workplace• Techniques for giving constructive feedback	<ul style="list-style-type: none">• Characteristics of high-performing teams• Methods for facilitating effective teams• Strategies for conflict resolution	<ul style="list-style-type: none">• Persuasion and influencing skills• Project management skills	<ul style="list-style-type: none">• Strategies to build a collaborative workplace culture• Motivation and Innovation• Methods to build participatory decision making

*Level 1 applies to Teacher Aides. Teacher Aides should refer to a separate Journeys Package guide for Teacher Aides.

Proficiency Level	Level 1*	Level 2	Level 3	Level 4	Level 5	Level 6
Abilities	<ul style="list-style-type: none"> Identify appropriate modes of communication for different purposes Implement appropriate modes of communication for different purposes Seek specific clarification where communication is unclear Work cooperatively with colleagues across teams/ departments/ job roles 	<ul style="list-style-type: none"> Model respect for diversity of working styles Identify benefits of effective teamwork among staff (on student outcomes) Work with team members to address individuals' concerns and queries to meet student learning needs Work in consultation with colleagues across teams/ departments/ job roles Share disability-specific knowledge and skills (e.g. behaviour management) Work with CCA instructors and/or teachers and/or other professionals to develop students holistically 	<ul style="list-style-type: none"> Implement collaborative approaches in engaging teams Demonstrate interpersonal skills in building and enhancing teamwork Contribute to the development of shared goals to guide teamwork Provide team members with support and constructive feedback Work with team members to prioritise tasks 	<ul style="list-style-type: none"> Demonstrate empathy and openness in communications Facilitate positive group dynamics and rapport building among diverse individuals Work with team members to resolve conflicts Address barriers to teamwork Assess opinions fairly and objectively 	<ul style="list-style-type: none"> Establish clear shared goals when working in teams Create realistic and achievable timeline Provide direction for team members Define clear roles and responsibilities in teamwork Delegate tasks fairly and with consideration of individual strengths and interests Establish effective communication channels and processes Monitor progress and developments of projects Empower collaborative decision- making in the team 	<ul style="list-style-type: none"> Cultivate an open, secure and collaborative culture Establish a workplace that respects diversity Empower teams to achieve the organisational goals Lead participatory decision-making processes

*Level 1 applies to Teacher Aides. Teacher Aides should refer to a separate Journeys Package guide for Teacher Aides.

Competency	Collaboration and Partnership with Stakeholders					
Definition	Build and sustain purposeful partnerships with stakeholders such as families and caregivers, satellite partners and the community, to support the holistic development and well-being of students and their transition from school to post-school pathways.					
Proficiency Level	Level 1*	Level 2	Level 3	Level 4	Level 5	Level 6
Proficiency Description	<ul style="list-style-type: none"> Assist in engaging families and caregivers. 	<ul style="list-style-type: none"> Coordinate with families and caregivers to reinforce student learning and development in school and at home. 	<ul style="list-style-type: none"> Nurture positive relationships with families, caregivers and community partners to reinforce student learning and development in school and at home. 	<ul style="list-style-type: none"> Review the effectiveness of family and caregiver engagements and build community partnerships. 	<ul style="list-style-type: none"> Oversee collaborative engagements with stakeholders to maintain purposeful and sustainable relationships. 	<ul style="list-style-type: none"> Drive strategic partnerships with key stakeholders to achieve school goals.
Knowledge	<ul style="list-style-type: none"> School's policies with regard to engaging parents and caregivers (including maintaining confidentiality) Modes of engaging families, caregivers and community 	<ul style="list-style-type: none"> Family, socio-economic and cultural influence on the learning and development of students Challenges to family participation in activities supporting student development Strategies for engaging and building positive relationships with families of students of diverse backgrounds Impact of the continuity of care and education between school and home Range of post-school pathways for students Range of community resources available to support students and families 	<ul style="list-style-type: none"> Strategies to promote family involvement Types of community partners that the school engages with Strategies for engaging and building positive relationships with external stakeholders 	<ul style="list-style-type: none"> Range of engagement platforms for collaboration between schools and families & caregivers Strategies to identify community partners to be involved in school activities Key industry and employment trends Strategies to review the effectiveness of collaboration and engagement with families, caregivers and community partners 	<ul style="list-style-type: none"> Research and best practices for family and community support for students in both school and post- school settings Strategies for building and facilitating networks to support the learning and development of students Nature of relationships and history of partnerships with the organisation's key community stakeholders Strategies for engaging key stakeholders Influencing skills 	<ul style="list-style-type: none"> Strategies for creating sustainable partnerships Types of negotiation techniques Types of dispute resolution techniques

*Level 1 applies to Teacher Aides. Teacher Aides should refer to a separate Journeys Package guide for Teacher Aides.

Proficiency Level	Level 1*	Level 2	Level 3	Level 4	Level 5	Level 6
Abilities	<ul style="list-style-type: none"> Respond appropriately to families and caregivers of students Follow school's policies on engaging parents and caregivers 	<ul style="list-style-type: none"> Identify key concerns and priorities of families and caregivers Facilitate regular exchange of students' progress and well-being between school and families and caregivers Identify and disseminate transition information and resources as well as community resources to families and caregivers 	<ul style="list-style-type: none"> Facilitate post-school transition planning process with families and caregivers Facilitate knowledge and resource sharing with community partners Build rapport and trust with families and caregivers and community partners 	<ul style="list-style-type: none"> Implement strategies to address challenges to family participation in activities supporting student development Plan engagement platforms to facilitate regular exchange of students' progress and well-being between school and families and caregivers Facilitate regular exchange of students' progress and well-being between school and families and caregivers Facilitate community engagements to support student learning and development Design activities and programmes that meaningfully involve families, caregivers or community partners Address barriers to collaboration with stakeholders Monitor effectiveness of current engagements with families, caregivers and community stakeholders 	<ul style="list-style-type: none"> Negotiate with industry partners and other agencies to establish support networks for students in the community Evaluate effectiveness of current engagements with families, caregivers and community stakeholders Identify potential areas for collaboration 	<ul style="list-style-type: none"> Establish strategic relationships and ensure sustainability with current and new community stakeholders in alignment with school's overall strategic goals Establish standards of practice for engagements with various stakeholder groups Sustain relationships with key stakeholders

*Level 1 applies to Teacher Aides. Teacher Aides should refer to a separate Journeys Package guide for Teacher Aides.

ORGANISATIONAL EXCELLENCE

Competency	People Development					
Definition	Contribute to building and sustaining a culture that develops each individual’s potential and enhance talent and well-being of staff.					
Proficiency Level	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Proficiency Description		<ul style="list-style-type: none">• Contribute to learning and development of peers	<ul style="list-style-type: none">• Facilitate people development initiatives	<ul style="list-style-type: none">• Lead people development and management programmes	<ul style="list-style-type: none">• Design and evaluate people development and management schemes and initiatives	<ul style="list-style-type: none">• Drive school-wide people development and management strategies
Knowledge		<ul style="list-style-type: none">• Range of professional development platforms• Strategies for peer-to-peer learning	<ul style="list-style-type: none">• Strategies for collaborative enquiry• Mentoring and coaching models and strategies	<ul style="list-style-type: none">• Theory practice nexus• Models and methods for evaluating professional development• School’s performance management policies• Roles and responsibilities of reporting officers and reportees in the school• Performance management process (including giving feedback)• Sector performance management guidelines• Strategies for motivating staff• School’s recruitment and retention policy• School’s succession planning policy	<ul style="list-style-type: none">• Best practices in coaching and mentoring• Best practices in professional development• School’s structured mentoring and induction programme• Strategies to review performance management processes• Best practices in performance management• Strategies to identify, assess and manage talent• Strategies to operationalise recruitment and retention and succession policies• Best practices in retention• Best practices for succession planning policies	<ul style="list-style-type: none">• School-wide professional development systems and processes• Impact of professional development on teaching practice• Best practices for optimising reporting officer capability• Strategies to review performance management policies• Strategies to develop recruitment and selection policies• Strategies to develop succession planning policies

Proficiency Level	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Abilities		<ul style="list-style-type: none"> • Share learning and provide guidance to TAs in work areas 	<ul style="list-style-type: none"> • Coach colleagues/reportees • Mentor colleagues/reportees • Collaborate with colleagues/reportees to acquire new skills, knowledge, and attitudes 	<ul style="list-style-type: none"> • Develop structures and processes to facilitate application of learning • Evaluate effectiveness of professional development • Implement performance management processes • Implement school's recruitment, retention and succession planning processes 	<ul style="list-style-type: none"> • Develop coaching and mentoring programme • Develop induction programme • Review implementation of performance management • Implement school's succession planning policies in line with objectives and policies or guidelines set out in the sector 	<ul style="list-style-type: none"> • Establish school-wide professional development systems • Evaluate school-wide professional development systems • Champion a culture of continual learning and development • Review school performance management polices • Establish frameworks to guide school's recruitment, retention and succession planning policies • Review frameworks to guide school's recruitment, retention and succession planning policies

Competency	Strategic Leadership					
Definition	Creates school vision, mission and values and establishes systems and structures to realising these.					
Proficiency Level	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Proficiency Description				<ul style="list-style-type: none"> • Guide teams to achieve specific objectives in alignment with school's strategic plan 	<ul style="list-style-type: none"> • Establish a spirit of collegiality and professionalism among staff and align goals of domain, level or track under purview with school's vision, mission and values 	<ul style="list-style-type: none"> • Drive school-wide initiatives that facilitate culture-building and inspire commitment towards shared vision, mission and values
Knowledge				<ul style="list-style-type: none"> • School's strategic plan • Responsibilities and functions of school committees • Factors that influence and impact school culture • Problem-solving strategies • Strategies to review strategic plan 	<ul style="list-style-type: none"> • Strategies for achieving and implementing school's strategic plan • Change management strategies • Strategies to translate organisational policies and procedures into action plans 	<ul style="list-style-type: none"> • Global trends in Special Education • Factors which impact needs and concerns of stakeholders • Strategic planning theories and strategies • Culture building strategies

Proficiency Level	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Abilities				<ul style="list-style-type: none"> Align team goals to school strategic plan Communicate strategic goals to team members Guide teams to achieve specific objectives Adapt strategies to new and unexpected situations Lead teams in identifying and addressing gaps in implementation strategies 	<ul style="list-style-type: none"> Anticipate future challenges Develop work plans that aligned to school's strategic goals Drive generative conversations including multiple viewpoints Formulate new strategies, actions or behaviours to manage demands of changing conditions 	<ul style="list-style-type: none"> Develop school's strategic plan, taking into consideration global trends in Special Education and the needs of multiple stakeholders Establish the school vision, mission and values in alignment with the aims of the special education sector in Singapore Inspire teams towards a shared vision Advocate for the special education and disability sectors in the wider community Redefine operational priorities to meet new and unexpected challenges in a changing and ambiguous environment Lead in regular school-wide policy review

Competency	Strategic Resource Management					
Definition	Oversee the deployment of staff, financial and physical resources (resource management), and plan for their effective administration and utilisation within the school.					
Proficiency Level	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Proficiency Description				<ul style="list-style-type: none"> • Manage and monitor resources for planning within team/department 	<ul style="list-style-type: none"> • Plan and develop resource management strategies to ensure proper and optimal utilisation of resources 	<ul style="list-style-type: none"> • Develop long-term resource management strategic plans
Knowledge				<ul style="list-style-type: none"> • Principles of and considerations for resource management • MOE-NCSS funding policy and guidelines, including staff norms • MOE infrastructure guidelines • Procurement policies and guidelines for the school/organisation • Financial guidelines and processes within the organisation 	<ul style="list-style-type: none"> • NCSS Social Service Sector Salary Guidelines • Relevant legal and regulatory policies (including manpower employment act) • MOE-NCSS Joint Funding Agreement 	<ul style="list-style-type: none"> • Risk management strategies • Strategies for prioritising and communicating resource management plans and expectations
Abilities				<ul style="list-style-type: none"> • Implement resource management plans • Monitor outcomes to ensure proper utilisation and deployment of resources against their intended purposes 	<ul style="list-style-type: none"> • Develop resource management strategies and processes • Allocate resources in accordance with organisational plans • Evaluate effectiveness of resource management strategies against organisation/MOE policies and guidelines 	<ul style="list-style-type: none"> • Develop long-term strategic resource plans • Set priorities for utilisation and deployment of key resources for operational efficiency and effectiveness • Evaluate implications and impact of resourcing policies on the school • Engage stakeholders (including SMCs) on impact of resourcing policies and plans



FUNCTIONAL COMPETENCIES

AUTISM SPECTRUM DISORDER

Definition	Apply knowledge of autism spectrum disorder and their implications on learning and development when designing and delivering curriculum for students with autism spectrum disorder	
Skills	Knowledge	Ability
Curriculum	<ul style="list-style-type: none">• Trends and practices in the field of autism spectrum disorder• Effects of autism spectrum disorder on the acquisition of communication, thinking and social interaction skills• Theories and research that form the basis of curriculum development and instructional practice in education for students with autism spectrum disorder• Strategies to promote self-advocacy and self-determination in students with autism spectrum disorder• Types of co-occurring conditions and their effects on learning and development for students with autism spectrum disorder	<ul style="list-style-type: none">• Design lessons and curriculum that enable self-advocacy and self-determination and appropriate to the development and learning of students with autism spectrum disorder
Pedagogy	<ul style="list-style-type: none">• Sensory processing needs of children with autism spectrum disorder• Strategies for creating conducive learning environments	<ul style="list-style-type: none">• Design and implement strategies for promoting social communication skills• Implement strategies which enable independent communication in all contexts• Create learning environment that are conducive to the sensory needs of students with autism spectrum disorder• Design tasks and lessons with visible and predictable structures and explicitly described objectives• Monitor the physical and emotional well-being of students with autism spectrum disorder, recognise signals that they are distressed, unwell, in pain or upset and implement strategies to address the situation appropriately• Plan and implement instructional strategies for independent functional life skills and adaptive behaviours in students with autism spectrum disorder• Guide students with autism spectrum disorder in applying skills acquired in classroom setting into various settings
Assessment	<ul style="list-style-type: none">• Types of informal and formal assessment for monitoring and assessing learning and development of students with autism spectrum disorder	<ul style="list-style-type: none">• Select, adapt, and use assessment tools and methods to accommodate the abilities and needs of students with autism spectrum disorder• Develop and administer specialised assessment procedures that allow for forms of communication

HEARING LOSS

Definition	Apply knowledge of hearing loss and their implications on learning and development when designing and delivering curriculum and programmes for students with hearing loss	
Skills	Knowledge	Ability
Curriculum	<ul style="list-style-type: none"> Degrees, types, causes and onset of hearing loss and their impact on the acquisition of on the acquisition of speech, auditory, language, communication, learning, cognitive skills and social emotional development. Theories and research that form the basis of curriculum development and instructional practice in education for students with hearing loss Strategies to promote self-advocacy and self-determination in students with hearing loss Principles and sequence of language acquisition in spoken and/or sign language Linguistics of Sign Language – understanding grammar and syntax, and structure of Singapore Sign Language (SgSL) Types of co-occurring conditions and their effects on learning and development for students with hearing loss 	<ul style="list-style-type: none"> Develop lesson plans and curriculum to facilitate the speech and auditory development of students with hearing loss Develop programmes that foster social emotional well-being, self-advocacy and self-determinism for students with hearing loss Integrate use of personal and classroom audiological and amplification devices and systems in programmes
Pedagogy	<ul style="list-style-type: none"> Range of various communication approaches relevant to students with hearing loss – oral and/or sign language, visual aids or representations to aid learning Strategies to develop expressive and receptive language and communication of students with hearing loss Audiological management (oral) auditory memory of sounds based on audiological assessment Effects of listening fatigue caused by audiological and amplification devices and systems on students with hearing loss Speech and environmental acoustics and the application to language development and learning Strategies to create an environment that maximises visual and auditory learning Procedures for checking and maintaining sensory devices Types of personal and classroom audiological and amplification devices and systems, including hearing aids, implants, FM and sound-field systems Health and safety implications of audiological and amplification devices and systems Basic functional maintenance of audiological and amplification devices and systems Strategies to help students with hearing loss use assistive technology, audiological and amplification devices and systems 	<ul style="list-style-type: none"> Leverage suitable approaches and modes to communicate with the students according to their learning needs and situations Demonstrate correct use of Singapore Sign Language (SgSL) - Level 3 competency in SgSL for teachers supporting HL signing group Design and implement strategies for promoting social communication skills related to appropriate body language, non-verbal communication, and social norms Integrate strategies that reinforce sounds that students can hear to strengthen auditory memory (from residual hearing) Implement classroom teaching strategies that circumvent listening fatigue and strategies for stimulating and using residual learning Implement strategies that enable independent communication in all contexts Create learning environment that are conducive to the sensory needs of students with hearing loss Operates and maintains personal and classroom audiological and amplification devices and systems Support students in using assistive technology, audiological and amplification devices and systems

Skills	Knowledge	Ability
Assessment	<ul style="list-style-type: none">Types of assessments on how students with hearing loss process auditory and visual informationTypes of informal and formal assessment for monitoring and assessing learning and development of students with hearing loss	<ul style="list-style-type: none">Develop and administer specialised assessment procedures that allow for alternative forms of expressionImplement assessment on students with hearing loss on their ability to process auditory and visual information

VISUAL IMPAIRMENT

Definition	Apply knowledge of visual impairment and their implications on learning and development when designing and delivering curriculum for students with visual impairment	
Skills	Knowledge	Ability
Curriculum	<ul style="list-style-type: none">• Culture of visual impairment• Degrees, types, causes and onset of visual impairment and their impact on the acquisition of mobility, communication, learning, and social emotional development.• Theories and research that form the basis of curriculum development and instructional practice in education for students with visual impairment• Strategies to promote self-advocacy and self-determination in students with visual impairment• Principles and sequence of teaching braille• Sensory development of children with visual impairment• Types of co-occurring conditions and their effects on learning and development for students with visual impairment	<ul style="list-style-type: none">• Develop lessons and curriculum that foster independence in daily living, spatial awareness and orientation, self-advocacy and self-determination for students with visual impairment• Integrate use of braille and assistive technology, personal and classroom optical devices and systems in learning
Pedagogy	<ul style="list-style-type: none">• Range of communication approaches, including use of senses, relevant to students with visual impairment• Strategies to develop teaching and learning materials for students with visual impairment• Strategies to teach Braille literacy to students with visual impairment• Strategies to develop orientation and mobility skills in students with visual impairment• Effects of reading fatigue caused by optical devices and systems on students with visual impairment• Strategies to create an environment that maximises learning of spatial and positional concepts• Speech and environmental acoustics and the application to language development and learning• Procedures for checking and maintaining braille and braille production devices and assistive technology• Use of assistive technology and braille technology for students with visual impairment	<ul style="list-style-type: none">• Develop, and adapt teaching and learning resources which can be made accessible for students with visual impairment• Design and implement strategies for promoting social communication skills related to appropriate body language, non-verbal communication, and social norms• Demonstrate proficiency in reading, writing, proofreading, and interlining alphabetic and fully contracted Braille• Design and implement strategies for promoting orientation and mobility skills in students with visual impairment• Implement classroom teaching strategies that circumvent reading fatigue and strategies for stimulating and using residual sight for learning• Implement strategies that enable independent communication in all contexts• Create learning environment that are conducive to the sensory needs of students with visual impairment• Create learning environments that support the learning of spatial and positional concepts for students with visual impairment

Skills	Knowledge	Ability
Pedagogy		<ul style="list-style-type: none">• Create physical and virtual environment to facilitate optimal sensory use and multisensory access• Support students in using braille and braille production devices and technology equipment
Assessment	<ul style="list-style-type: none">• Types of assessments on how students with visual impairment process auditory and visual information• Types of informal and formal assessment for monitoring and assessing learning and development of students with visual impairment	<ul style="list-style-type: none">• Develop and administer specialised assessment procedures that cater to students with various degrees and types of visual impairment

INTELLECTUAL DISABILITY

Definition	Apply knowledge of intellectual disabilities and their implications on learning and development when designing and delivering curriculum	
Skills	Knowledge	Ability
Curriculum	<ul style="list-style-type: none"> • Trends and practices in the field of intellectual disabilities • Knowledge of different types of intellectual disabilities and their causes • Types of co-occurring developmental and health conditions and their impact on learning and development • Degrees of intellectual disability and their impact on learning and development • Impact of physical, sensory, cognitive, and health limitations on the development and learning of students • Strategies to promote self-advocacy and self-determination in students 	<ul style="list-style-type: none"> • Design lessons and curriculum appropriate to the development and learning of students • Design curriculum and programmes that enable self-advocacy
Pedagogy	<ul style="list-style-type: none"> • Range of verbal and non-verbal communications approaches, including leveraging technology to aid learning • Strategies to develop expressive and receptive language and communication • Techniques for guiding students in generalisation of skills in classroom and non-classroom settings 	<ul style="list-style-type: none"> • Design and implement strategies for independent and effective communication in all contexts • Implement strategies which enable independent communication in all contexts • Create learning environments that are conducive to the sensory needs of students • Monitor the physical and emotional well-being of students, recognise signs of distress, pain or upset and implement strategies to address each situation appropriately • Guide students in applying skills acquired in classroom settings into various settings
Assessment	<ul style="list-style-type: none"> • Types of informal and formal assessment for monitoring and assessing learning and development of students 	<ul style="list-style-type: none"> • Select, adapt, and use appropriate assessment tools and methods to accommodate the abilities and needs of students • Develop and administer specialised assessment procedures that allow for alternative forms of communication

MULTIPLE DISABILITIES

Definition	Apply knowledge of intellectual disabilities and/or physical impairments and their implications on learning and development when designing and delivering curriculum	
Skills	Knowledge	Ability
Curriculum	<ul style="list-style-type: none"> • Trends and practices in the field of intellectual disabilities and/or physical impairments • Knowledge of different types of intellectual disabilities and/or physical impairments and their causes • Types of co-occurring developmental and health conditions and their impact on learning and development • Degrees of intellectual disability and/or physical disability and their impact on learning and development • Impact of physical, sensory, cognitive, and health limitations on the development and learning of students • Strategies to promote self-advocacy and self-determination in students 	<ul style="list-style-type: none"> • Design lessons and curriculum that enable self-advocacy and self-determination and appropriate to the development and learning of students • Integrate individualised healthcare plan into daily programming
Pedagogy	<ul style="list-style-type: none"> • Range of verbal and non-verbal communication approaches– oral and/or sign language, visual aids or representations to aid learning • Strategies to develop expressive and receptive language and communication • Techniques for guiding students in generalisation of skills from classroom setting to various settings • Sensory needs of students • Strategies to create an environment that is barrier-free, accessible and safe • Appropriate positioning techniques and equipment • Proper body mechanics and safety guidelines in positioning techniques and equipment 	<ul style="list-style-type: none"> • Design and implement strategies for promoting communication skills related to appropriate body language, non-verbal communication, and social norms • Implement strategies which enable independent communication in all contexts • Create learning environment that are conducive to the sensory needs of students • Monitor the physical and emotional well-being of students, recognise signals that they are distressed, unwell, in pain or upset and implement strategies to address the situation appropriately • Guide students in applying skills acquired in classroom setting into various settings • Create barrier-free, accessible and safe physical environment • Use proper positioning techniques and equipment to promote student participation • Demonstrate proper body mechanics to promote student and staff safety in transfer, lifting, positioning, and sitting
Assessment	<ul style="list-style-type: none"> • Types of informal and formal assessment for monitoring and assessing learning and development of students taking into account the characteristics of students with multiple disabilities that may influence the assessment 	<ul style="list-style-type: none"> • Select, adapt, and use assessment tools and methods to accommodate the abilities and needs of students • Develop and administer specialised assessment procedures that allow for alternative forms of communication



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(In alphabetical order)

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- Delta Senior School
- Katong School
- Tanglin School
- Canossian School
- Cerebral Palsy Alliance Singapore School
- Eden School
- Fernvale Gardens School
- Lee Kong Chian Gardens School
- Towner Gardens School
- Woodlands Gardens School
- Grace Orchard School
- Lighthouse School
- Metta School
- Pathlight School
- Rainbow Centre - Margaret Drive School
- Rainbow Centre - Yishun Park School
- St. Andrew’s Autism School

Organisations

- APSN Education Services Ltd
- Autism Association (Singapore)
- Autism Resource Centre (Singapore)
- AWWA LTD.
- Canossa Mission Singapore
- Cerebral Palsy Alliance Singapore
- Metta Welfare Association
- Ministry of Social and Family Development
- Movement for the Intellectually Disabled of Singapore (MINDS)
- National Council of Social Service
- National Institute of Education, Singapore
- Presbyterian Community Services
- Rainbow Centre, Singapore
- SG Enable
- Singapore Association of the Visually Handicapped
- St. Andrew’s Mission Hospital