

2016 MOE-NCSS Outstanding Special Education Teacher Awardees

- **Ms Tay Wan Ting** (HOD, APSN Katong School)

As a Transition Programme Coordinator from 2011 to 2014, Ms Tay introduced community-based learning programmes to create authentic learning experiences for students. She has also produced a Parent's Guide on independent travelling. This year, she initiated the development of a dual-purpose outdoor space equipped with playground and fitness equipment, catering to the needs of both the primary and secondary students. Her efforts in enhancing the outdoor learning spaces have injected greater vibrancy to the school environment.

Ms Tay has embarked on four self-initiated learning journeys to SPED schools in Taiwan, Hong Kong and Australia. The experiences have not only provided her with the critical lens to reflect on her own practices but have also enabled her to find new perspectives in her teaching approaches.

- **Mdm Noriytah Binte Sani** (Senior Teacher and Art Coordinator, AWWA School)

Mdm Noriytah leads a team of teachers in reviewing the Arts curriculum and ensures that it is integrated effectively in teaching and learning. She also uses the Arts as a tool to address students' behavioral, social and emotional issues. Mdm Noriytah deploys appropriate teaching strategies and intervention methods when engaging students with challenging behaviors. The interaction and connection with her students have taught her much about the human condition and life itself. She is often inspired by an individual's determination and perseverance to live with one's limited abilities.

She mentors new teachers and teacher assistants, and conducts workshops for her colleagues in the teaching of art. She sees herself as a catalyst for continued change in order to bring about transformative learning in her students.

- **Ms Esther Kwan Huey Chien** (HOD, Grace Orchard School)

Ms Kwan believes in the importance of a sound curriculum. A large part of her work has been in developing the school's curriculum. Esther also devotes time to building the capacity of teachers so that they can continue to provide the best education possible for their students. She currently organises and oversees the Professional Learning Teams in the school. She assisted in the implementation of various academic programmes in the school, specifically in literacy. She has also developed the Arts and PE frameworks and is in the process of developing the curriculum and assessment in these areas.

She initiated "No D/fferent", a campaign that advocates for the inclusion of students with special needs through the Arts. It has since staged exhibitions and drama productions that have promoted collaboration with the community, and has been a platform for the students' voices to be heard.

2016 MOE-NCSS Innovation Awardees

- **APSN Delta Senior School**

Project Title: Enhancing Transition Curriculum

APSN Delta Senior School (DSS) offers the Transition Programme (TP) to students aged 17 to 18 years who require a customised pathway to access available training and work options. Since the inception of the TP in 2014, a critical challenge the school faced in this programme was students' lack of transition readiness into their chosen post-school pathways.

To address this challenge, the school enhanced their transition curriculum. The enhanced transition curriculum has leveraged on the rich resources gathered from and support of internal and external stakeholders, to craft solutions that have helped bridge the observed gaps in the TP. It has led to the overall growth of students' work readiness levels, stronger support from their families and enhanced professional learning opportunities for staff.

- **Eden School**

Project Title: Stepping Out Initiatives – Learning Journeys

This project leverages on a systematic 'Plan-Prepare-Support' framework that enables students with autism to generalise skills learnt in both local and overseas settings, and develop better communication, social skills and adaptability. The school adopts the 'Plan-Prepare-Support' framework to individualise support for the students.

The school also saw the importance of empowering caregivers in the use of appropriate autism strategies to support their children's learning in home and community settings. Learning Journeys provided very good opportunities to observe students practise meaningful skills in authentic environments. Learning Journeys comprise day trips, overnight camps and overseas trips of varying duration. Detailed Standard Operating Procedures were also developed to accommodate the individualised needs of the students.

To give all students the opportunity to experience a variety of learning journeys, Eden School has developed the All-Some-Few Model where learning journeys are customized and differentiated according to students' ability to engage with the demands of the designed learning tasks.

- **Metta School**

Project Title: Centre of Excellence for Health & Fitness (Mild Intellectual Disabilities)

Metta aspires to be the Centre of Excellence for Health & Fitness (H&F) for Mild Intellectual Disability cluster. In building its foundation towards achieving this goal, the school's H&F curriculum adopts a 2-pronged focus on "Work" and "Life" which is aligned to the school's vision, mission and values.

Metta School's H&F curriculum aims to empower students to take charge of their health and fitness.

The curriculum focuses on exercise routines that develop muscular strength and endurance to sustain employment and the acquisition of occupational health and safety skills such as first aid. It also focuses on promoting a healthy lifestyle that emphasises independence and resourcefulness. Metta students also learn to access community sports facilities for recreation and sports.

The introduction of the "Community Connect" programme for graduating students is yet another platform to integrate them into the community via sports and physical activities so that the transition into the community occurs with increased ease and is seamless.

- **Rainbow Centre Yishun Park School**

Project Title: Literacy A.L.I.V.E@RCYPS

A-L-I-V-E, which stands for Activities to Liven up Interaction with Varied Experiences, has facilitated RCYPS efforts to cater to the diverse range of student needs and profiles more robustly and equip them with the appropriate literacy skills to function as independently and actively as possible in various environments. Leveraging on innovative approaches, Literacy A-L-I-V-E @ RCYPS has been implemented school-wide since 2015.

Since its implementation, RCYPS has been able to effectively integrate literacy across domains and embed language and communication into classroom school activities, thus supporting and supplementing the school's evidence-based reading programmes like Reading Mastery, Edmark and Words Around Me. One of the more immediate aims to have a class library set up in every classroom has already been achieved. Every classroom in the school is now equipped with its own class library of storybooks and/or magazines. As their students continue to be actively engaged in literacy activities, they will become more effective communicators and readers one day.