

BACKGROUND OF SPED HR RECOMMENDATIONS

1. Through the study, it was found that career frameworks vary across SPED schools and there was a need for a more structured framework for teachers to progress in their careers. In addition, the role profile of teachers also varies across schools, and teachers expressed a desire for more clearly-defined job roles and responsibilities.

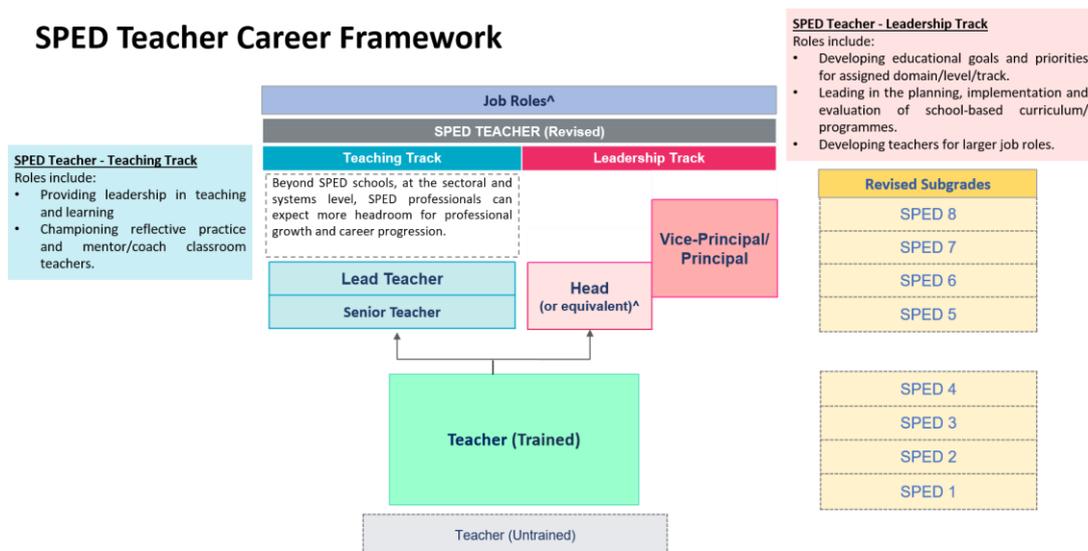
2. “The Journeys Package” comprises:
- (a) A new SPED Teacher Career Framework and Role Profile
 - (b) A new SPED Teacher Competency Framework with Training Roadmap

SPED Teacher Career Framework

3. 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, to grow deep and broad professional expertise in the sector.

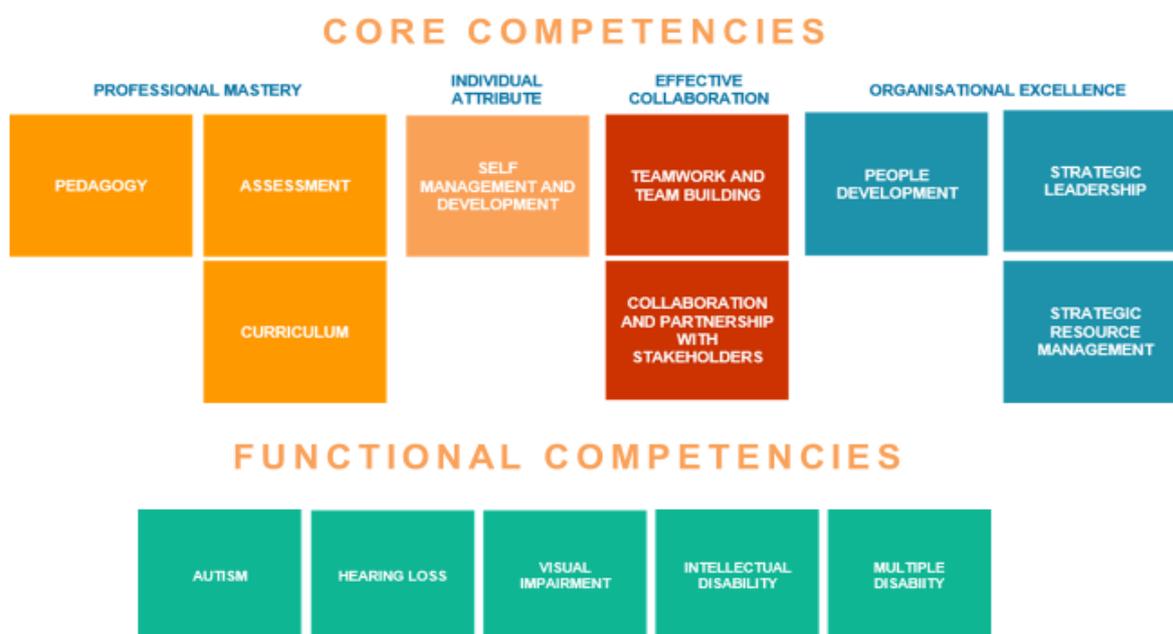
SPED Teacher Career Framework



[^]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 HOD/HOP, Level or Subject Head).

SPED COMPETENCY FRAMEWORK

1. The SPED Competency Framework complements the career framework and defines the desired knowledge and abilities for each job role. A training roadmap has also been developed to provide learning and development opportunities, allowing teachers to build the necessary skillsets. MOE is working with partners to expand professional development opportunities in support of teachers' professional development.
2. The Framework comprises fourteen competencies and is categorised into "core competencies" and "functional competencies".



Core Competencies

3. The nine Core competencies are required by all SPED teachers, regardless of the profile of students served. A six-level proficiency structure established in the SkillsFuture Singapore Framework has been adopted; proficiency levels are tiered based on job roles.

Functional Competencies

4. The five functional competencies complement core competencies and identify the specialised skillsets required of SPED teachers serving students of specific disability profiles.