

INFOSHEET ON SKILLSFUTURE FOR EDUCATORS (SFEd)

Areas of Practice

The six prioritised Areas of Practice in SFEd are: Assessment Literacy, Differentiated Instruction, Inquiry-Based Learning, E-pedagogy, Character and Citizenship Education, and Support for Students with Special Educational Needs. A brief description of these six prioritised Areas of Practice, the rationale for prioritising them, and the implications on teaching practices are provided in [Table 1](#).

Table 1: Six Prioritised Areas of Practice in SFEd

Area of Practice	Rationale	Implication on Teaching Practices
Assessment Literacy (AL)	To design purposeful and meaningful assessments to develop our students' intrinsic motivation to learn and reduce over-emphasis on academic results.	Teachers need to have sharper clarity of purpose in assessment design and strengthen competencies to diagnose and address learning gaps.
Differentiated Instruction (DI)	To recognise that no two students learn and develop in the same way and facilitate students to develop to their full potential.	With more diverse student profiles in class, teachers need to differentiate their instructional and assessment strategies.
Inquiry-based Learning (IBL)	To nurture students' voice in learning, while asking meaningful questions and using evidence to address complex problems.	Teachers need to develop a deeper understanding of IBL approaches in their disciplines and how IBL can be used in a class.
E-Pedagogy	To create new learning possibilities afforded by digital technologies.	Teachers need to leverage digital technologies to accelerate and deepen learning by making it more active and personalised.
CCE	To strengthen students' resilience, teachers need to fortify students' mental well-being and equip them with mindsets and skills to thrive in an increasingly complex and demanding environment.	Every teacher is a CCE teacher. Teachers need to be equipped with the current content and skills, and be imbued with the conviction to deliver CCE effectively.
Support for Students with Special Educational Needs (SEN)	To provide a more inclusive education environment and better support students with SEN in mainstream schools.	Teachers need a wider repertoire of instructional strategies to support the learning of students with SEN.

Levels of Practice

There are four Levels of Practice in each of the six prioritised Areas of Practice to help teachers benchmark their current practice and focus their PD efforts. They are: Emergent, Proficient, Accomplished, and Leading. The description for each level is provided in Table 2.

Table 2: Four Levels of Practice

Level of Practice	Describes the Practice of a Teacher who is...
Emergent	beginning on his/her journey in this area.
Proficient	broadening and deepening in this area.
Accomplished	skilful and adaptive in this area.
Leading	leading others effectively in this area.