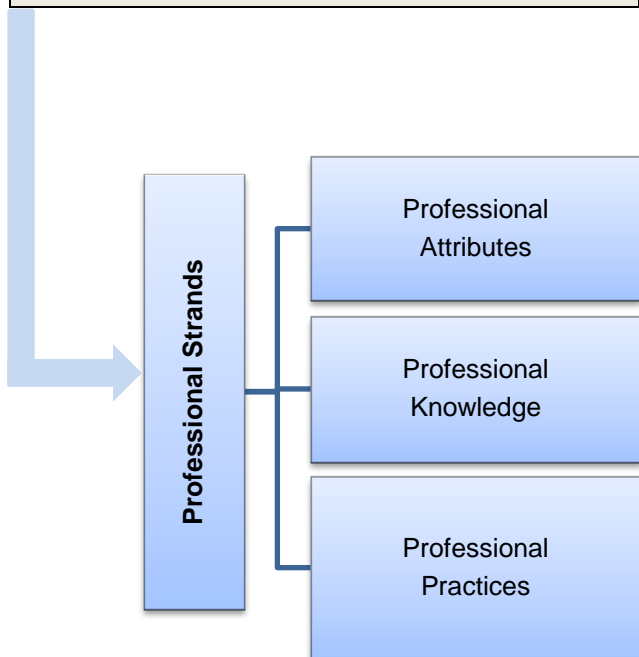


Teacher Competency Framework

Learning and Teaching Domain	Institutional Development Domain	Teachers' Wellbeing Domain
<ol style="list-style-type: none"> Engage students in purposeful and meaningful learning Assess, record, report student learning outcomes and interpret assessment results to enhance facilitation of student learning Promote and develop a learning community to facilitate and support student learning Interpret curriculum documents for implementations; plan, design and implement learning activities to achieve curriculum aims; quality assurance implementations to endure the achievement of designed aims of curricula 	<ol style="list-style-type: none"> Curriculum development to meet social, economical and technological developments Quality assurance (both internal and external) and accreditation of programmes by external agencies Acquiring, maintaining and refreshing hardware and software of the institutions to ensure a conducive learning environment for students Talent recruitment and retention Professional development for staff Image building for the institute amongst stakeholders Managing the finance of the institute 	<ol style="list-style-type: none"> Physical wellbeing Emotional wellbeing Social wellbeing Spiritual wellbeing Professional wellbeing

		Competency Descriptors		
		Competent	Proficiency	Master
 <div>Professional Strands</div>	Professional Attributes	Teachers are passion to the teaching profession. They anticipate problems, and are willing to take up problems, in the process of educating students.		
	Professional Knowledge	Master subject knowledge in one or more discipline(s)	Master the subject knowledge structures of one or more discipline	Recognize the inter connectivities of different subjects learned by students in a programme
	Professional Practices	Identify the objectives and intended learning outcomes (ILOs) of instructions	Recognize the relationships of course objectives and ILOs and that of instructions and be able to scrutinize the design of instructions	Recognize the big picture of objectives and ILOs of programmes and be able to negotiate that of programme, courses and instructions, with colleagues and students for the best interests of students