

PRINCIPLES AND CONTEXTS

Social justice

Human rights
Right to education
Rights in education
Participation in diversity
A safe learning environment free of discrimination

Inclusion

Recognises that any learner may require additional support at some stage.
Acknowledges that a range of issues such as language, ethnicity, social class, poverty, disability and the learning environment may create barriers to learning and participation.
Involves participation in: school and classroom communities; a common curriculum, systems of assessment, and social and extra curricular activities.
Redefines the roles and responsibilities of professionals, and the relationships between them.

Legislation/policy/initiatives

Children (Scotland) Act 1995
Human Rights Act 1998
Education (Standards in Scotland's Schools etc.) Act 2000
Education (Additional Support for Learning) (Scotland) Act 2004 (as amended 2009)
Supporting Children's Learning: Code of Practice (revised 2010)
Equality Act 2010
Children and Young People (Scotland) Act 2014
UN and European Conventions
Getting it Right for Every Child
Curriculum for Excellence
The Early Years Framework

Learning & teaching issues

Promoting learning of literacy and numeracy and health and wellbeing across the curriculum.
Raising awareness of the importance of the social and emotional climate for learning.
Raising awareness of a variety of teaching, learning and assessment approaches.
Developing skills and abilities for working collaboratively with colleagues, families and other agencies.
Acknowledging the range of interests and experiences within and beyond the classroom and addressing these by focusing on what learners already know and can do.
Increasing opportunities and removing barriers to learning and participation.
Providing career-long learning opportunities for students and teachers to think about their teaching and develop their understanding of different aspects of inclusion.

SPR

Student Teachers

SFR & SCPL

Teachers

SCLPL & SLM

Advanced Professionals

VALUES AND BELIEFS: PROFESSIONAL VALUES & PERSONAL COMMITMENT

Committing to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices.

Respecting the rights of all learners as outlined in the UNCRC.

Students explore their assumptions about children and young people, schools and social justice by considering the following types of question.

- What is it to be human?
- What do we make of difference?
- To what extent are all learners valued?
- How do the structures of schooling reinforce inequality?
- In what ways can schools help overcome inequality and challenge discrimination?
- Who are the learners at risk of marginalization?

Committing to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices.

Respecting the rights of all learners as outlined in the UNCRC.

Critically examining the connections between personal and professional attitudes and beliefs, values and practices to effect improvement and when appropriate, bring about transformative change in practice.

Demonstrating a commitment to motivating and inspiring learners, acknowledging their social and economic context, individuality and specific learning needs and taking into consideration barriers to learning.

Teachers should continue to explore their own assumptions in the light of their own experiences in schools and classrooms, by considering the following types of question.

- Why do some learners experience difficulties in learning and participation?
- In what ways do teacher attitudes and school and classroom factors contribute to these difficulties?
- How might some of these factors be understood in relation to wider social factors?
- How might the interaction between self and world contribute to teacher and learner identities?
- In what ways may the practices, structures and systems in schools and classrooms become barriers to learning?
- How might teachers and school staff reduce barriers to learning and participation?
- How might critical engagement in enquiry, research and evaluation enhance teaching and learning?
- How might we ensure children's rights in education by treating them with respect, dignity and listening to their views?

Committing to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices.

Respecting the rights of all learners as outlined in the UNCRC.

Critically examining professional attitudes and beliefs and challenging assumptions and professional practice.

Demonstrating a commitment to motivating and inspiring learners, acknowledging their social and economic context, individuality and specific learning needs and taking into consideration barriers to learning.

Teachers should critically examine their assumptions and the assumptions of others by considering the following types of question.

- Who are the learners at risk of discrimination and/or being overlooked resulting in barriers to participation and learning?
- Which assumptions, expectations, values and beliefs contribute to the situation described in the question above?
- To what extent are various assumptions, values and beliefs apparent in legislation, policies and practices at the international, national, local and school level?
- To what extent do beliefs about teaching support or constrain inclusive practice?
- To what extent are the voices of children, their parents, carers and families valued?
- How does the drive to raise standards support or constrain the capacity of all learners?

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

Have knowledge and understanding of contexts for learning to fulfil their responsibilities in literacy, numeracy, health and wellbeing and interdisciplinary learning.

Have knowledge and understanding of the principal features of the education system, educational policy and practice.

Have knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices.

Have knowledge and understanding of the importance of research and engagement in professional enquiry.

Develop an understanding of current relevant legislation and guidance.

- What are the policies that influence the development of practice and provision in the area of inclusion?
- What legislation supports the promotion of equity and the elimination of discrimination?

Student teachers know how to promote and support the cognitive, emotional, social and physical well-being of all learners in their care and show commitment to raising these learners' expectations of themselves.

- What are the conditions that promote children's development?
- What forms of pedagogy promote children and young people's learning?
- How does theory help us understand why?
- What are the different forms of support?
- How helpful are these forms of support?
- What are the implications for working with and through other adults (e.g. parents and other agencies)?
- What is meant by 'ability' and 'potential'?
- To what extent is it possible to know learners' needs and abilities?

Have knowledge and understanding of planning coherent and progressive teaching programmes.

Have knowledge and understanding of the principal features of the education system, educational policy and practice.

Have knowledge and understanding of the importance of research and engagement in professional enquiry.

Teachers should develop knowledge and understanding of current policy, practice and provision, in the light of their own experiences in schools and classrooms by considering the following type of question.

- What are the opportunities and constraints of legislation and policy?
- What are the features of planning inclusively for classes, groups and individuals?
- What are the advantages and disadvantages of various forms of help and support?

Teachers need to adapt to changing circumstances and to develop understandings in this dynamic context by building knowledge, enquiring into practice, leading and working with colleagues and adopting a critical stance to their own practice and learning.

Teachers should have comprehensive knowledge of and critical engagement with current educational provision, policy and legislation. This should be informed by research and literature and related to experiences in schools and classrooms. The following questions might be considered.

- What are the opportunities, tensions, dilemmas, contradictions and problems for inclusion when interpreting and implementing current policy and legislation?
- What are the features of inclusive teaching and learning for schools, classes, groups and individuals and how might this be structured and organised?
- How can respectful relationships be fostered and maintained with learners, their families, other children's services and the wider community?
- **Teachers should develop a deep understanding of children's learning and of the pedagogical practices that support all learners.**
- What do deep pedagogical knowledge and understanding look like and how might they support inclusive practice?
- What knowledge must all teachers have and what specialised knowledge might some teachers require?

PROFESSIONAL SKILLS AND ABILITIES

Plan coherent, progressive and stimulating teaching programmes which match learners' needs and abilities.

Have high expectations of all learners.

Engage in reflective practice to develop and advance career-long professional learning and expertise.

Develop tasks and set pace of work to meet the needs of learners, providing effective support and challenge and seeking advice appropriately.

- What are the resources for learning in the classroom? Do these assist inclusion, value diversity and foster equity?
- How can we develop opportunities for participation, collaboration and learning together?
- How do we ensure all learners are achieving?

Adopt an enquiring approach to their professional practice and engage in professional enquiry and professional dialogue.

- What do we mean by achievement?
- What forms of achievement are valued?
- What forms of achievement are undervalued?
- How do we know learners are achieving?

Plan coherent, progressive and stimulating teaching programmes which match learners' needs and abilities.

Employ a range of teaching strategies and resources to meet the needs and abilities of learners.

Work effectively in partnership in order to promote learning and wellbeing.

Use assessment, recording and reporting as an integral part of the teaching process to support and enhance learning.

Teachers should consider the following aspects of their own practice.

- Are some forms of achievement more valued than others?
- Are some learners' achievements more valued than others?
- Are learning and teaching approaches being used to improve achievement for all?
- In what ways can teachers be more creative, imaginative and resourceful in order to enhance learning and participation?
- How might planning based on perceived needs and abilities constrain the learning of individuals and groups?
- What issues must be addressed when working with and through other adults (e.g. parents and other agencies)?
- How might different forms of assessment enhance or inhibit learning?

Lead and work collaboratively to enhance teaching which leads to high quality learning experiences.

Build and sustain partnerships with colleagues, learners, parents and other stakeholders to meet the identified needs of all learners.

Establish and develop pedagogic practices to meet the learning and pastoral needs of all learners.

Set expectations and ensure resources are allocated and used in fair and effective ways.

Demonstrate political insight: have an enhanced understanding of the dynamics of power and influence in the relationship between schools and society, and the consequent implications for the work of their organisation.

Teachers should show strategic vision and a high level of interpersonal skills that supports the development of an inclusive environment.

- What is the role of the teacher in developing a holistic understanding of the learner and how is this knowledge recorded and communicated?
- How might the existing institutional capacity be recognised and utilised to support all learners?
- How might informed arguments be constructed for or against implementation of policies that may or may not support inclusive practice?
- How can children and young people be supported in educational settings through the strategic use of resources?