National Framework for Inclusion

PRINCIPLES AND CONTEXTS

Social justice

- Human rights
  - Right to education
  - Rights in education
  - Participation in diversity

A safe learning environment free of discrimination

Inclusion

- Recognise that any learner may require additional support at some stage.
- Acknowledge 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.
- Redefine 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 2014 (as amended 2009)
- Supporting Children’s Learning: Code of Practice (revised 2010)
- Equality Act 2010
- Children and Young People (Scotland) Act 2014
- UK 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 dimensions of 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 to think about their teaching and develop understanding of different aspects of inclusion.

VALUES AND BELIEFS: PROFESSIONAL VALUES & PERSONAL COMMITMENT

SPR Student Teachers

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

SFR & SCPL Teachers

- Have knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practice.
- Have knowledge and understanding of the importance of research and engagement in professional enquiry.

SCPL & SLM Advanced Professionals

- Teachers should critically examine their assumptions and the assertions of others by considering the following types of question.
  - Who are the learners at risk of marginalization?
  - What do we make of difference?
  - What do we mean by ‘ability’ and ‘potential’?
  - What are the implications for working with and through other adults?

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

- Develop an understanding of current relevant legislation and guidance.
- Understand 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?
- In what ways can schools help overcome inequality and challenge disadvantage?
- Who are the learners at risk of marginalization?

- Have knowledge and understanding of planning, scheme and progressive teaching programmes.
- Have knowledge and understanding of the principles 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 experience of teaching, through considering the following types of question.
  - What are the opportunities and constraints of legislation and policy?
  - What are the features of planning inclusively for all learners?
  - What are the advantages and disadvantages of various forms of help and support?

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

- Teachers should have comprehensive knowledge of and critical engagement with current educational provisions, policy and legislation which 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 curriculum and policy in 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 deep philosophical 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, organise and implement stimulating teaching programmes which match learners’ needs and abilities.
- Develop and maintain appropriate learning environments and resources.
- Have high expectations of all learners.
- Engage in reflective practice to develop and enhance professional learning and expertise.

- Develop tasks and set of work to meet the needs of learners, providing effective support and direction and seeking advice appropriately.
- Adapt educational strategies and approaches and share them with colleagues.
- Adapt an enquiring approach to their professional practice.
- Develop and maintain appropriate learning environments and resources.

- Teachers should consider the following aspects of their own practice.
  - Are some forms of achievement more valued than others?
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- Load and work collaboratively to enhance teaching which leads to high quality learning experiences.
  - Build and sustain partnerships with learners, their families, other children’s services and the wider community.

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