National Framework for Inclusion

Revised 2014

SCOTTISH
TEACHER
EDUCATION
COMMITTEE

The National Framework for Inclusion was produced under the auspices of the Scottish Teacher Education Committee.

A National Framework for Inclusion in Education in Scotland (Revised 2014)

Ministerial Foreword

Education policy in Scotland is driven by our ambition for all children to fulfil their potential. Certain groups are particularly vulnerable in this regard, especially those with additional support needs, which in Scotland are widely defined in legislation as needs arising from learning environment; health or disability; family circumstances or social and emotional factors. Schools, and the teachers and support staff who work in them, are critical in improving outcomes for children and young people with such needs. But as the recent report on the reform of teacher education in Scotland, *Teaching Scotland's Future*, highlighted, teachers need to be better prepared to work in today's schools – with other adults, as well as with all children and young people.

In Scotland, the General Teaching Council's newly revised Professional Standards for teacher registration, career-long professional learning and leadership and management make it clear that inclusive approaches to teaching and learning are core business for all who teach in Scottish schools. The Scottish universities play an important role in preparing teachers to meet the Professional Standards. The Scottish Teacher Education Committee (STEC) has been especially pro-active in working to ensure that teacher education is driven by a conceptual approach to initial teacher education and career-long professional learning of teachers that ensures all teachers will have:

- greater awareness and understanding of the barriers to children's learning;

- greater awareness and understanding of their own attitudes, beliefs, assumptions and values about difference and diversity and how these affect children's learning; and

- accepted the professional responsibility of teaching all children by using pedagogical strategies that support and deal with the barriers to children's learning including knowledge about where and how to get help, advice and support in order to develop inclusive practice.

The Framework presented here is informed by the principles of learning, participation, collaboration and research-informed teaching, as important elements in developing teacher professionalism. The over-riding aim is to help new teachers accept the responsibility for all children's learning and to know where to turn for help when needed. If this to be achieved, three ideas have to be given particular attention; first, exploring teachers' attitudes and beliefs; second, developing skills and knowledge; and finally, focusing on their actions in the classroom and the school.

Dr Alasdair Allan
Minister for Learning, Science and Scotland's Languages

Rationale

Inclusive education in its broadest sense is a very high priority for the Scottish Government and for all those involved in education in Scotland. There is clear recognition of the fact that teachers need to be well prepared and appropriately supported throughout their careers if they are to succeed in developing and sustaining the desired inclusive practice which will enable them to meet the increasingly diverse needs of all children within schools in Scotland.

In 2007, the Scottish Teacher Education Committee (STEC), with the support of the Scottish Government, set up a working group on which there was representation from all of the seven universities involved in initial teacher education, to develop the National Framework for Inclusion. This revised edition of the National Framework reflects the remit and ongoing work of the STEC Inclusion Group to ensure that teacher education and career-long professional learning opportunities in Scotland reflect current theory and practice in inclusive education and align with the General Teaching Council for Scotland (GTCS) Standards and the broader reforms of teacher education underway in Scotland.

The National Framework for Inclusion identifies the values and beliefs, the professional knowledge and understanding, and the professional skills and abilities, in terms of inclusive education, to be expected of student teachers and of qualified teachers at whatever stage of their career. This edition of the Framework has been updated to reflect the GTCS Standards adopted in December 2012.

The Framework is about the here and now, reflecting current concerns and developments within the profession in the wake of the Donaldson Review and within the context of the education system as a whole. But it is also forward-looking: those working within education have a key part to play in bringing about greater equality and social justice through their commitment to universal and fair educational provision and the creation of learning environments that support all children and young people. In recognition of this the Framework is also aspirational and anticipates the kind of society we want to have.

As with the edition it replaces, the revised Framework for Inclusion makes clear reference to the mandatory Standards for Registration, the Standard for Career-Long Professional Learning and the Standards for Leadership and Management. It proposes under each of the headings (Student Teachers, Teachers, Advanced Professionals) what should be regarded as minimum expectations of teachers at each of the levels rather than a hierarchical approach to anticipated engagement by teachers.

As was the case with the first edition of the Framework, the Working Group made the decision to use the GTCS Standards as a context for exploring the implications for inclusion as an aspect of teacher education. The Working Group then had to decide which of the Standards were most relevant for the document. As with the original Framework, these choices were made on the basis of their relationship to inclusion and pedagogy for students, the career-long development of teachers and for the element of leadership that entails the work of all experienced teachers. The standards used were chosen through a process of consensus within the Working Group. Some were chosen for confirmation of the expectations which the Standards place on students and teachers and others were chosen for interrogation. The Working Group then generated a series of questions intended to assist students, teachers and teacher educators to examine the implications of the Standards for the development of inclusive practice.

The spirit of the document is based on an open-ended positive view of the child's capacity to learn. The Framework document aims to be comprehensive but it is not exhaustive nor is it intended to be prescriptive. Although the questions in the Framework acknowledge the experience and positions of participants and are designed to be used progressively they may be amended or supplemented to suit particular audiences. While the Framework is built upon the Professional Standards for teachers, the principles and contexts of social justice and inclusion are relevant to everyone. The questions, or adaptations of the questions, may be useful for development activities with participants from a wide range of backgrounds, for example, social work and health professionals, parents, carers, support staff and instructors.

Acknowledgement

Key to abbreviations used in the Framework

SPR: Standard for Provisional Registration
SFR: Standard for Full Registration
SCPL: Standard for Career-Long Professional Learning
SLM: Standard for Leadership and Management

National Framework for Inclusion

SCOTTISH TEACHER EDUCATION COMMITTEE

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

SPR	Student Teachers	SFR & SCPL	Teachers	SCLPL & SLM	Advanced Professionals
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

SPR	Student Teachers	SFR & SCPL	Teachers	SCLPL & SLM	Advanced Professionals
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

SPR	Student Teachers	SFR & SCPL	Teachers	SCLPL & SLM	Advanced Professionals
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 an 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?

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Suggested Reading

Books

Arshad, R., Wrigley, T. and Pratt, L. (eds) (2012) *Social justice re-examined: Dilemmas and solutions for the classroom teacher.* Stoke-on-Trent: Trentham Books.

Black-Hawkins, K., Florian, L. and Rouse, M. (2007) *Achievement and inclusion in schools.* Abingdon: Routledge.

Booth, T. and Ainscow, M. (2011) *Index for Inclusion: Developing learning and participation in schools.* Bristol: CSIE.

Hart, S., Dixon, A., Drummond, M.J. and McIntyre, D. (2004) *Learning without limits.* Maidenhead: Open University Press.

Rose, R (ed) (2010) *Confronting obstacles to inclusion: International responses to developing inclusive education.* Abingdon: Routledge.

Swann, M., Peacock, A., Hart, S., and Drummond, M.J. (2012) *Creating learning without limits.* Maidenhead: Open University Press.

Policies

Scottish Executive (2004) *A Curriculum for Excellence: The Curriculum Review Group.* Edinburgh: Scottish Executive.
http://www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence/index.asp

Scottish Government (2008) *The Early Years Framework.* Edinburgh: Scottish Government.
http://www.scotland.gov.uk/Resource/Doc/257007/0076309.pdf

Scottish Government (2010) *Supporting Children's Learning: Code of Practice* (revised edition) Edinburgh: Scottish Government.
http://www.scotland.gov.uk/Resource/Doc/348208/0116022.pdf

Scottish Government (2012) *A Guide to Getting it Right for Every Child.* Edinburgh: Scottish Government.
http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright/publications/practice-guide

United Nations (1989) Convention on the Rights of the Child. Geneva: United Nations.
http://www.unicef.org/crc

The STEC Inclusion Working Group

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