National Framework for Inclusion

**PRINCIPLES AND CONTEXTS**

**Human rights**

- Rights to education
- Rights in education

**Social justice**

- Participation in diversity
- A safe learning environment free of discrimination
- Recognizing 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

**Inclusion**

- Children (Scotland) Act 1995
- Human Rights Act 1998

**Legislation/policy/initiatives**

- 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
- UK and European Conventions
- Getting it Right for Every Child
- Curriculum for Excellence

**Learning & teaching issues**

- The Early Years Framework

**VALUES AND BELIEFS: PROFESSIONAL VALUES & PERSONAL COMMITMENT**

**SPR**

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

**Student Teachers**

- Respecting the rights of all learners as outlined in the UNCRD
- Have knowledge and understanding of the important role of inclusion in professional practice
- Developing an understanding of current relevant legislation and guidance
- Have a commitment to planning, coherent and progressive teaching programmes
- Have knowledge and understanding of the importance of knowledge, understanding and engagement in professional enquiry
- Develop tasks and sets of work to meet the needs of learners, providing effective support and direction and seeking advice appropriately.
- How do we ensure that all learners are included?
- How do we develop opportunities for participation, collaboration and learning together?
- How do we assess learners' achievements and how do we support them in their learning?
- Adopt an enquiring approach to their professional practice and engage in professional enquiry and professional dialogue.

**SFR & SCPL**

- Committing to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices
- Have knowledge and understanding of the importance of knowledge, understanding and engagement in professional enquiry
- Developing an understanding of current relevant legislation and guidance
- Have knowledge and understanding of the importance of knowledge, understanding and engagement in professional enquiry
- 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 and related to wider social factors?
  - How might the interaction between self and school work to support and challenge learner identity?
  - In what ways may the practices, structures and systems in schools and classrooms contribute to learner learning?
  - How might teachers and schools 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 learning to their views?

**Teachers**

- Committing to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices
- Respect the rights of all learners as outlined in the UNCRD
- Have knowledge and understanding of the importance of knowledge, understanding and engagement in professional enquiry
- Teacher should develop knowledge and understanding of current policy, practice and provision, to the light of their own experiences, by considering the following types of question.
  - What are the opportunities and constraints of legislation and policy?
  - What are the implications for working with and through self and school?
  - How are the advantages and disadvantages of various forms of help and support?

**SCPL & SLM**

- Committing to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices
- Have knowledge and understanding of the importance of knowledge, understanding and engagement in professional enquiry
- Develop tasks and sets of work to meet the needs of learners, providing effective support and direction and seeking advice appropriately.
  - What are the resources for learning in the classroom?
  - How do we consider a variety of cultural and social diversity and foster equity?
  - How can we develop opportunities for participation, collaboration and learning together?
  - How do we assess learners’ achievements?
- Adopt an enquiring approach to their professional practice and engage in professional enquiry and professional dialogue.
  - How do we ensure that all learners are included?
  - How do we develop opportunities for participation, collaboration and learning together?
  - How do we assess learners’ achievements and how do we support them in their learning?

**Advanced Professionals**

- Committing to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices
- Have knowledge and understanding of the importance of knowledge, understanding and engagement in professional enquiry
- Teacher's should critically examine their assumptions and the applications of others by considering the following types of questions.
  - What are the learners at risk of marginalization?
  - How might teachers and school staff reduce barriers to learning and participation?
  - How might the interaction between self and school work to support and challenge learner identity?
  - In what ways may the practices, structures and systems in schools and classrooms contribute to learner learning?
  - How might teachers and schools staff reduce barriers to learning and participation?

**PROFESSIONAL KNOWLEDGE AND UNDERSTANDING**

- Develop an understanding of current relevant legislation and guidance
- Have knowledge and understanding of the principal features of the education system, educational policy and practice
- Student teachers have to 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 implications for working with and through self and school?
- What are the advantages and disadvantages of various forms of help and support?
- How might some of these factors be understood and related to wider social factors?
- 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?
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**PROFESSIONAL SKILLS AND ABILITIES**

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**Teachers’ responsibilities in fostering learning and participation**

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