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**

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**Key to abbreviations used in the Framework**

- **SPR**: Standard for Provisional Registration
- **SF**: Standard for Full Registration
- **SCP**: Standard for Career-Long Professional Learning
- **SLM**: Standard for Leadership and Management
National Framework for Inclusion

PRINCIPLES AND CONTEXTS

Social justice
- Human rights
- Rights to education
- Rights in education
- Participation in diversity
- A safe learning environment free of discrimination

Inclusion
- Acknowledges that any learner may require additional support at some stage.
- Recognizes that a range of issues such as language, disability, social class, poverty, 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’s (Scotland) Act 1995
- Human Rights Act 1998
- Education (Scotland) Act 2000
- Additional Support for Learning (Scotland) Act 2000 (as amended 2006)
- Supporting Children Legislation Code of Practice (revised 2018)
- Equity Act 2010
- Children and Young People (Scotland) Act 2014
- UN and European Conventions

Learning & teaching issues
- Promoting learning of beauty and numeracy and health and well-being 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 alibies for working collaboratively with colleagues, families and other agencies.
- Acknowledging the range of interests and experiences within and beyond the classroom and addressing this by focusing on what learners already know and can do, increasing opportunities and removing barriers to learning and participation.
- Providing rewarding learning opportunities for students and teachers in their everyday work and teaching and developing their understanding of different aspects of inclusion.

VALUES & BELIEFS: PROFESSIONAL VALUES & PERSONAL COMMITMENT

Student Teachers
- Students explore their assumptions about children and young people, schools and social justice by considering the following topics of question.
- What is it to be human?
- What do we make of difference?
- To what extent are all learners valued?
- How do we structure the learning environment?
- In what ways can schools help overcome inequality and social division?
- Who are the learners at risk of marginalization?
- Developing an understanding of current relevant legislation and guidelines for learning support for children and young people.

Teachers
- 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 other contribute to learner and teacher identities?
- In what ways map the practices, structures and systems in school 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 teaching with respect, dignity and listening to their views?

Advanced Professionals
- Teachers should critically examine their assumptions, knowledge, and critical engagements with others by considering the following types of question.
- To what extent are the voices of children, their parents, carers and families valued?
- How does the role to raise standards support or constrain the capacity of all learners?
Suggested Reading

Books


Policies


The STEC Inclusion Working Group

**Mhairi Beaton,** Joint Director, Inclusive Practice Programme, School of Education, University of Aberdeen

**Louise Barrett,** Senior Lecturer, School of Education, University of the West of Scotland

**Lani Florian,** Bell Chair of Education, Moray House School of Education, University of Edinburgh

**Andy Hancock,** Lecturer, Moray House School of Education, University of Edinburgh

**George Head,** Senior Lecturer in Educational Studies in the Faculty of Education, University of Glasgow

**John I'Anson,** Director of Initial Teacher Education, University of Stirling

**Sharon Jessop,** Lecturer, School of Education, University of Strathclyde

**Alison Hudson,** Senior Lecturer, School of Education, Social Work and Community Education, University of Dundee

**Lisa McAuliffe,** Lecturer and Programme Leader of the MEd in Inclusive Education at the School of Education, University of the West of Scotland

**Teresa Moran,** Associate Dean (Education and Professional Development), University of Dundee

**Lio Moscardini,** Senior Lecturer, School of Education, University of Strathclyde

**Ian Munday,** Lecturer in Education, University of Stirling

**Morag Redford,** Director of Professional Education, University of Stirling

**Martyn Rouse,** Emeritus Professor of Social and Educational Inclusion, School of Education, University of Aberdeen

**Jennifer Spratt,** Joint Director, Inclusive Practice Programme, School of Education, University of Aberdeen

**Margaret Sutherland,** Lecturer, School of Education, University of Glasgow