

A National Framework for Inclusion in Education in Scotland 3rd edition

2. Professional Knowledge and Understanding

SPR: Student teachers have knowledge and understanding of... SFR: Teachers have an in-depth of knowledge and understanding of... CLPL: Teachers have an enhanced and critically informed knowledge and understanding of...			
	Student Teachers	All Teachers	Experienced Teachers
<p>pedagogical and learning theories and draw on these appropriately to inform curriculum design and content where appropriate taking account of additional support needs;</p> <p>the stages of learners' cognitive, mental, social, emotional, physical, and psychological development and their influence on learning and wellbeing;</p> <p>contractual, pastoral and legal responsibilities in relation to equality, diversity, additional support needs, child protection and wellbeing;</p> <p>biases and their impact on people and practices;</p> <p>how to take account of the gender, social, cultural, racial, ethnic, religious and economic context of learners and how to adapt practices accordingly;</p> <p>how to adapt planning approaches to ensure that the needs of every learner are effectively addressed;</p>	<p>What pedagogical theories / practices do I rely on? In what ways do these theories and practices promote or hinder inclusive approaches?</p> <p>How do I respond to learner differences in ways that enable all to participate in learning?</p> <p>How do I ensure a holistic approach to learning and teaching for everyone?</p> <p>How do I use practitioner enquiry and findings from educational research to support inclusive teaching and learning?</p> <p>Who is represented in the curriculum and by whom? How are they represented? Who is missing?</p> <p>Whose knowledge and learning is valued? Are some forms of knowledge given greater value than others?</p> <p>How might interdisciplinary approaches to learning enhance participation for learners?</p>	<p>Do I understand how the strengths and limitations of different pedagogical approaches influence / impact / limit learners' learning and participation?</p> <p>What do I know about different theoretical perspectives which privilege certain groups of learners? How do I respond to these?</p> <p>How do I integrate findings from educational research to support inclusive approaches to enquiry?</p> <p>How do I involve diverse communities of learners and other partners in the enquiry process?</p> <p>How do I ensure I enact the curriculum in ways that keep it alive and responsive to real-world challenges, and informed by learners' views?</p> <p>How do I ensure that I include all the learners I teach? How does this influence how and what I teach?</p>	<p>Are labels and categories sufficient in capturing learners' lived experiences of multiple identities? What alternatives do we have?</p> <p>In what ways can I share knowledge of inclusive practices to contribute to a flourishing learning community?</p> <p>What are the strengths and limitations of different practitioner enquiry approaches in the context of developing inclusive reflexive practices?</p> <p>How do I critically engage with policy? In what ways are policy guidelines conducive to inclusive approaches? In what ways might they challenge inclusive approaches?</p> <p>How do I work with colleagues to include multiple perspectives to enhance creativity and innovation in practice?</p> <p>How can a wide variety of learning spaces be harnessed to enrich learning for all?</p>

<p>the need to adapt and enhance learning experiences for learners with additional support needs;</p> <p>innovative and partnership approaches for learners with additional support needs;</p> <p>the features of inclusive learning contexts which motivate and value every learner;</p> <p>how to ensure a culture which recognises and realises the rights of all children and young people and in which every learner meaningfully participates in decisions related to their learning and wellbeing.</p>	<p>What are my responsibilities in relation to: equality, social, linguistic and cultural diversity, additional support needs, child protection and wellbeing?</p> <p>What is bias? How can unconscious bias be surfaced and challenged?</p> <p>Which members of the learning community do I develop and sustain relations with to support inclusion? Which relationships are more challenging to develop, and why? What action might I take to make these relationships more productive?</p>	<p>How can I ensure diverse knowledges, views and experiences of colleagues, learners and families are valued and central to planning processes for assessment, teaching and learning?</p> <p>What biases may I have? In what ways might these impact on my practice, and how might I challenge these?</p> <p>How do policies, structures, practices and spaces promote or inhibit inequalities which impact on sense of belonging in the learning community?</p>	<p>To what extent are curriculum, pedagogy and assessment aligned with one another to support inclusive principles?</p> <p>What is my responsibility as an active bystander? How might I use this role to challenge bias in everyday practice?</p> <p>In what ways does my understanding of inclusive approaches change and evolve in relation to different contexts and learners' perceptions?</p>
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