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

3. Professional Skills and Abilities

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
identifying the potential barriers to learning and plan differentiated and appropriately challenging learning experiences to ensure learning is accessible for every learner; creating opportunities for learning to be transformative in terms of challenging assumptions and expanding world views. creating a safe, caring and purposeful learning environment which is welcoming and inclusive, well managed and well organised; inclusive and stimulating that offers appropriate support and challenge for all learners; planning and adapting learning, teaching and assessment, to meet the needs of every learner: valuing all learners and their participation, actively engaging children and young people in decision-making about their education; demonstrating care and commitment to working with every learner, embracing diversity to ensure that every learner feels welcome, included and ready to learn; promoting and developing positive and purposeful relationships with and between learners, colleagues, families and partners; committing to and demonstrating equity and inclusion; to advance equality of opportunity between learners	In what ways does my planning account for all learners' specific needs? How do I address the needs of all learners in a way that takes account of their open-ended capacity to learn? To what extent can, and do, I use resources and approaches to include all learners? How do these assist inclusion, reflect diversity, and foster equity? What groups of learners may be excluded from my classroom and learning context? Why? What do I understand attainment to be? How is this valued? Why is it important to have an open-ended view of attainment and progress? How do I begin to create space for conversations and dialogue to	How do I address the needs of all learners to ensure access to and progression in learning? To what extent do I understand and use inclusive pedagogical approaches in my practice? What are the implications of these for my practice? How do I ensure resources are available in a range of contexts to support inclusive practice? Whose voices are taken into account when planning teaching and learning? What assumptions am I making about learners' achievements? How do I challenge them? How do I ensure that I have not pre-judged a learner's capacity to participate? How can I create a classroom ethos where all learners are supported and challenged appropriately in their learning?	What inclusive pedagogical practices do I adopt to reflect real world themes? What evidence-based practices can be used to support every learner? In what ways might digital technologies create exclusions? How might I address these? How can inclusion support wellbeing? In what ways are my practices reflective of this? How do I know that I am actively listening to learners /parents / stakeholders and acting upon their insights? Are my practices inclusive of all learners? How do I know? How might I develop my practice to be more inclusive and reflect global diversity? What strategies do I use to facilitate and enhance dialogue with learners

	Student Teachers	All Teachers	Experienced Teachers
who share a relevant protected characteristic and those who do not, and foster good relations taking into account the additional support needs of learners to ensure meaningful learning experiences; recognising where learners with additional support needs require alternative approaches and seek support as necessary;	facilitate connections between learners and others? How can I access support to address challenges I am facing in promoting inclusion? How do I acknowledge and embrace learner diversity in my classroom? How can I develop opportunities for participation, dialogue and learning together? How is a rights-respecting culture reflected in my practices, texts used and other means of communication? How do I make real-world connections related to learning for sustainability in my learning and teaching?	How can I develop opportunities for representation of global diversity in my teaching? What knowledges and resources do I draw from when nurturing learner diversity? How can I extend opportunities for participation, collaboration and learning together which promote equality, diversity and belonging in my classroom? How do I ensure that my practices align with a rights-respecting culture? How do I ensure that learners voices are genuinely heard and acted on in the learning community?	and all stakeholders in the learning community, especially in complex situations? How do I provide individual support in ways that ensure everyone participates, makes progress, and achieves? What assumptions do I make about learners' capacity to learn? How might this impact my teaching and engagement with learners? How do I engage learners in sustaining a rights-respecting culture in the learning community? How do I integrate diverse disciplinary perspectives and knowledges with the perspectives of learners and families in my practice when working in an interdisciplinary team?