



National Framework for Inclusion

3rd Edition

SCOTTISH UNIVERSITIES INCLUSION GROUP

The National Framework for Inclusion 3rd edition was produced under the auspices of the Scottish Universities Inclusion Group (SUIG) and edited by Di Cantali (SUIG Chair). SUIG is a working group of the Scottish Council of Deans of Education.

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Key to abbreviations used in the Framework

SPR: Standard for Provisional Registration

SFR: Standard for Full Registration

CLPL: Standard for Career-Long Professional Learning

Foreword from the Cabinet Secretary for Education and Skills

Scottish education has an inclusive ethos. Everyone involved in the education of Scotland's children and young people is working towards a single, clear vision for Scottish education – excellence and equity for every child and young person in Scotland.

An inclusive approach affords all children and young people the opportunity to be a part of a community. Scotland's inclusive approach celebrates diversity and allows all children and young people to develop an understanding and recognition of differences, contributing to the development of an increasingly inclusive, empathetic and more just society.

This inclusive approach is reflected in the General Teaching Council's revised Professional Standards for teacher registration, career-long professional learning and leadership and management. These make it clear that inclusive approaches to teaching and learning are fundamental for all who teach in Scottish schools. Scottish universities play an important role in preparing teachers to meet the Professional Standards.

I would like to thank the Scottish Council of Deans of Education (SCDE) for actively working to ensure that initial teacher education is driven by a conceptual approach which aims to:

- a. raise greater awareness and understanding of the barriers to children's learning;
- b. raise greater awareness and understanding of their own attitudes, beliefs, assumptions and values about difference and diversity and how these affect children's learning; and
- c. support the 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 [review of Additional Support for Learning](#) provided clear direction on how we can continue to make progress in this area and I am confident this updated framework will complement and support ongoing work to deliver the Additional Support for Learning Action Plan.



Shirley-Anne Somerville
Cabinet Secretary for Education & Skills

Foreword from the General Teaching Council for Scotland

Professional Standards are an essential component of a trusted and valued teaching profession. In Scotland, our professional standards signpost the journey from becoming to being and growing as a teacher. Professional Standards have multiple purposes including creating a shared language of learning for the profession. They are there to enhance trust and confidence in what we do.

The National Framework for Inclusion provides central guidance for a core aspect of the Professional Standards. Inclusion and inclusive practice underpin every teacher's practice with the educational experiences of our children and young people. These experiences are shaped by the professional values and dispositions of those who work to educate them.

A commitment to the professional values of social justice, trust and respect and integrity are at the heart of the Professional Standards and underpin our relationships, thinking and professional practice. These values encourage teachers to see the whole child and their needs.

This means recognising every child as an integral part of a healthy, supportive learning community. The connections between our values and actions require regular reflection over the course of our careers as children's needs change.

Working together, the Professional Standards and the National Framework for Inclusion provide a structure for that reflection, guiding teacher career-long learning and ensuring that learners' rights are upheld. Teachers' commitment to both career-long professional learning and Scotland's vision of inclusion are crucial to ensure professional trust, develop agency, and deliver our shared commitment to children, young people and their families.



Dr Pauline Stephen
Chief Executive and Registrar
GTC Scotland



Rationale

Inclusive education is the cornerstone of Scottish education and, as such, must be of the highest 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 (now the Scottish Universities Inclusion Group (SUIG)) on which there was representation from all the seven universities involved in initial teacher education at that time, to develop the National Framework for Inclusion. This 3rd edition of the National Framework reflects the remit and ongoing work of the Scottish Universities Inclusion Group, now representing all 11 higher education institutions involved in initial teacher education, 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 professional standards for teachers.

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 registered teachers at whatever stage of their career. This edition of the Framework has been updated to reflect the professional standards enacted in August 2021. The Framework is about the here and now, reflecting current concerns and developments within the profession in the wake of developments including the Morgan Report, UN Convention on the Rights of the Child being embedded within Scottish legislation, The Promise, the Attainment Scotland Fund, the ongoing impact of the COVID-19 pandemic, and within the context of the education system holistically. Cognisance has been taken of local and global events, including migrant integration and the diversification of curricula. We were also mindful of the sense of struggle reported by some parents and teachers to have the right provision to support learners with additional needs.

The Framework 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 be.

As with the earlier editions it replaces, this 3rd edition of the Framework for Inclusion makes clear reference to the mandatory Standards for Provisional Registration and Full Registration, and the Standard for Career-Long Professional Learning. It proposes what should be regarded as minimum expectations of student teachers and fully registered teachers, and proposes an aspirational framework for more advanced teachers, including teacher educators.

As was the case with the first and second editions of the Framework, a working party of SUIG members made the decision to use the professional standards as a context for exploring the implications for inclusion as an aspect of teacher education. They then had to decide which of the professional standards were most relevant for the document. These choices were made based on their relationship to inclusion and pedagogy for students, the career-long development of teachers, and for the elements of leadership central to all professional standards.

The professional standards used were chosen through a process of consensus within the working party which developed the 3rd edition, and the full SUIG membership. Some were chosen for confirmation of the expectations which the professional standards for provisional and full registration place on students and teachers, and others were chosen to support teachers' self-evaluation. The working party then generated a series of questions intended to assist students, teachers, and advanced teachers to examine the implications of the professional standards for the development of inclusive practice.

The spirit of the document is based on an open-ended positive view of a 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, pupil support staff and instructors.

Acknowledgements

This work has been made possible through the dedication of Scottish Universities Inclusion Group members, supported by the Scottish Council of Deans of Education, Scottish Government Learning Directorate, Education Scotland and the General Teaching Council for Scotland. We would also like to thank our critical friends for their valuable feedback on the draft edition of this publication.

Principles, Policies and Contexts Informing the Framework

These are some of the principles, policies and contexts that have informed the working group’s considerations, discussions and deliberations in identifying the most relevant aspects of the professional standards relating to inclusion. They have also informed the development of the challenge questions to encourage reflection and professional learning at all stages of a teacher’s career relating to inclusion.

Social Justice

Human rights	Rights in education	A safe learning environment, free from discrimination
Right to education	Positive view of diversity	

Inclusion

Recognises that any learner may require additional support at some stage.	Acknowledges that a range of issues associated with language, ethnicity, poverty, disability and the learning environment, amongst others, may impact learning and participation.	Involves participation in school and classroom communities, a common curriculum, systems of assessment, and social and extra-curricular activities.
Recognises that relationships underpin effective learning and teaching.	Redefines the roles and responsibilities of professionals and the relationships between them.	

Legislation / policy / initiatives

Children (Scotland) Act 1995	Human Rights Act 1998	Equality Act 2010
Education (Standards in Scotland’s Schools etc.) Act 2000	Disability Strategies and Pupils’ Educational Records Act 2002	Education (Additional Support for Learning) (Scotland) Act 2004 (as amended 2009)
The UK Child Poverty Act 2010	A Curriculum for Excellence	The Early Years Framework
Supporting Children’s Learning Code of Practice revised 2017	Children and Young People (Scotland) Act 2014	UN Convention on the Rights of the Child (UNCRC)
Getting it right for every child (GIRFEC)		

Learning & teaching issues

Promoting learning of literacy, numeracy 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 opportunities.
Developing skills and abilities for working collaboratively with learners, 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.	Providing career-long learning opportunities for students and teachers to think about their teaching and develop their understanding of different aspects of inclusion.
Increasing opportunities, identifying and removing barriers to learning and participation.		

1. Being a Teacher in Scotland

Professional Standards

- Committing to social justice through fair, transparent, inclusive, and sustainable policies and practices in relation to protected characteristics, (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation) and intersectionality.
- Demonstrating a commitment to motivating and including all learners, understanding the influence of gender, social, cultural, racial, ethnic, religious and economic backgrounds on experiences of learning, taking account of specific learning needs and seeking to reduce barriers to learning.
- Demonstrating a commitment to supporting learners who are experiencing or who have experienced trauma, children and young people from a care experienced background and understanding responsibilities as a corporate parent.
- Understanding and challenging discrimination in all its forms, particularly that which is defined by the Equality Act 2010.
- Promoting and engendering a rights respecting culture and the ethical use of authority associated with one's professional roles.
- Respecting individual difference and supporting learners' understanding of themselves, others and their contribution to the development and sustainability of a diverse and inclusive society.

Student Teachers	All Teachers	Experienced Teachers
<ul style="list-style-type: none"> • What is it to be human? • Do I know and understand the principles of the UNCRC and their interconnected nature? • How well do I know my learners? • Are some learners more valued than others and, if so, why? • Who is considered to be disadvantaged/marginalised? Who makes these judgements? • In what ways do I ensure the diversity of learners is valued in my classes? • How do I make sense of differences? In what ways does this enhance inclusion and a sense of belonging? • What is the school's approach to the role of the corporate parent? What does this mean for me, and in what ways does this help to shape my classroom practices? • What does it mean to adopt a rights-respecting perspective in my emerging classroom practices? • In what ways are my emerging practices inclusive of all learners without stigmatising or marginalising some? 	<ul style="list-style-type: none"> • How do I know that my practice ensures that all learners can meaningfully engage and participate in effective and inclusive educational experiences? • How do my relationships with learners reflect a commitment to the Equality Act 2010, The Promise, the ASN Act 2009, and the principles of the UNCRC? • How do I move beyond labels and categories and draw on the rich experiences and strengths of learners to enhance inclusive classroom practices? • In what ways do I ensure that all learners contribute to the shaping of classroom practices? How does this enhance everyone's sense of inclusion and of belonging? To what extent does this influence the degree to which all learners are allowed to be and become in my classroom? • How do I support care-experienced learners to have their needs met? • How do I make sense of differences within the context of collegial working? 	<ul style="list-style-type: none"> • How do I model an appreciation for the value and dignity of each and every learner? • How do my practices acknowledge and negotiate tensions between competing rights? How do they acknowledge and balance tensions between intrinsic and extrinsic values in education? • What range of diverse cultural and linguistic funds of knowledge do I draw on to inform my professional judgements for inclusion? • In what ways has engagement with diverse cultural funds of knowledge and representations of learners helped to reframe my practice? • What are my responsibilities to address discrimination when it occurs? • What actions do I take to notice, recognise and address discrimination when it occurs? • What role do I play in ensuring my school maintains a rights respecting culture? • How do I acknowledge and negotiate the ethical tensions that emerge in a rights respecting culture? • What further steps can I take to develop my professional judgements and partnerships to enhance the inclusion of all in my classroom and school?

2. Professional Knowledge and Understanding

	Student Teachers	All Teachers	Experienced Teachers
<p>SPR: Student teachers have knowledge and understanding of...</p> <p>SFR: Teachers have an in-depth of knowledge and understanding of...</p> <p>CLPL: Teachers have an enhanced and critically informed knowledge and understanding of...</p> <ul style="list-style-type: none"> pedagogical and learning theories and draw on these appropriately to inform curriculum design and content where appropriate taking account of additional support needs; the stages of learners' cognitive, mental, social, emotional, physical, and psychological development and their influence on learning and wellbeing; contractual, pastoral and legal responsibilities in relation to equality, diversity, additional support needs, child protection and wellbeing; biases and their impact on people and practices; how to take account of the gender, social, cultural, racial, ethnic, religious and economic context of learners and how to adapt practices accordingly; how to adapt planning approaches to ensure that the needs of every learner are effectively addressed; the need to adapt and enhance learning experiences for learners with additional support needs; innovative and partnership approaches for learners with additional support needs; the features of inclusive learning contexts which motivate and value every learner; 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. 	<ul style="list-style-type: none"> What pedagogical theories / practices do I rely on? In what ways do these theories and practices promote or hinder inclusive approaches? How do I respond to learner differences in ways that enable all to participate in learning? How do I ensure a holistic approach to learning and teaching for everyone? How do I use practitioner enquiry and findings from educational research to support inclusive teaching and learning? Who is represented in the curriculum and by whom? How are they represented? Who is missing? Whose knowledge and learning is valued? Are some forms of knowledge given greater value than others? How might interdisciplinary approaches to learning enhance participation for learners? What are my responsibilities in relation to: equality, social, linguistic and cultural diversity, additional support needs, child protection and wellbeing? What is bias? How can unconscious bias be surfaced and challenged? 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? 	<ul style="list-style-type: none"> Do I understand how the strengths and limitations of different pedagogical approaches influence / impact / limit learners' learning and participation? What do I know about different theoretical perspectives which privilege certain groups of learners? How do I respond to these? How do I integrate findings from educational research to support inclusive approaches to enquiry? How do I involve diverse communities of learners and other partners in the enquiry process? 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? How do I ensure that I include all the learners I teach? How does this influence how and what I teach? 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? What biases may I have? In what ways might these impact on my practice, and how might I challenge these? How do policies, structures, practices and spaces promote or inhibit inequalities which impact on sense of belonging in the learning community? 	<ul style="list-style-type: none"> Are labels and categories sufficient in capturing learners' lived experiences of multiple identities? What alternatives do we have? In what ways can I share knowledge of inclusive practices to contribute to a flourishing learning community? What are the strengths and limitations of different practitioner enquiry approaches in the context of developing inclusive reflexive practices? 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? How do I work with colleagues to include multiple perspectives to enhance creativity and innovation in practice? How can a wide variety of learning spaces be harnessed to enrich learning for all? To what extent are curriculum, pedagogy and assessment aligned with one another to support inclusive principles? What is my responsibility as an active bystander? How might I use this role to challenge bias in everyday practice? In what ways does my understanding of inclusive approaches change and evolve in relation to different contexts and learners' perceptions?

3. Professional Skills and Abilities

	Student Teachers	All Teachers	Experienced Teachers
<p>SPR: Student teachers have knowledge and understanding of...</p> <p>SFR: Teachers have an in-depth of knowledge and understanding of...</p> <p>CLPL: Teachers have an enhanced and critically informed knowledge and understanding of...</p> <ul style="list-style-type: none"> 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 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. 	<ul style="list-style-type: none"> 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 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? 	<ul style="list-style-type: none"> 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? 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? 	<ul style="list-style-type: none"> 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 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?

Suggested Reading

Books and Articles

Arshad, R., Wrigley, T. and Pratt, L. (2019). *Social Justice Re-Examined: Dilemmas and solutions for the classroom teacher*. 2nd ed. Trentham Books Ltd.

Chambers, D. & Forlin, C. (Eds.). (2015). *Working with teachers and other support staff for inclusive education*. Emerald.

Cranmer, S. (2020). *Disabled children and digital technologies: Learning in the context of inclusive education*. Bloomsbury.

Deppeler, J. M., Loreman, T., Smith, R., & Florian, L. (Eds.) (2015). *Inclusive Pedagogy Across the Curriculum*. (International Perspectives on Inclusive Education; Vol. 7). Emerald.
<https://doi.org/10.1108/S1479-363620150000007006>

Florian, L. (Ed.), & Pantic, N. (2017). *Teacher Education for the Changing Demographics of Schooling*. Springer.
<https://doi.org/10.1007/978-3-319-54389-5>

Florian, L., Black-Hawkins, K., & Rouse, M. (2016). *Achievement and Inclusion in Schools*. 2nd ed. Routledge.
<https://doi.org/10.4324/9781315750279>

Goepel, J., Childerhouse, H., & Sharpe, S. (2015) *Inclusive Primary Teaching: A Critical Approach to Equality and Special Educational Needs and Disability*. Critical Publishing.

Mitchell, D. and Sutherland, D. (2020) *What Really Works in Special and Inclusive Education*. Using Evidence-Based Teaching Strategies. Routledge.

Peer, L., & Reid, G. (Eds.). (2016). *Special educational needs: A guide for inclusive practice*. Sage.

Schuelka, M. J., Johnstone, C. J., Thomas, G., & Artiles, A. J. (Eds.). (2019). *The SAGE handbook of inclusion and diversity in education*. SAGE.

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

Suggested Reading

Policies and Legislation

Code of Practice for Additional support for learning: statutory guidance 2017.

<https://www.gov.scot/publications/supporting-childrens-learning-statutory-guidance-education-additional-support-learning-scotland>

Scottish Executive. (2004). *A Curriculum for Excellence: The Curriculum Review Group*. Edinburgh: Scottish Executive.

<https://scotlandscurriculum.scot>

Scottish Government. (2008). *The Early Years Framework*. Edinburgh: Scottish Government.

<http://www.scotland.gov.uk/Resource/Doc/257007/0076309.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/implementation-guide>

United Kingdom Equality Act 2010.

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

United Nations. (1989). *Convention on the Rights of the Child*. Geneva: United Nations.

<http://www.unicef.org/crc>

Suggested Reading

Online Resources

Addressing Dyslexia Toolkit

The Addressing Dyslexia Toolkit is a freely available online resource developed to support the inclusion of dyslexic learners in Scottish educational settings.

<https://www.dyslexiascotland.org.uk/addressing-dyslexia-toolkit>

Anti-racist Critical Thinking Model

A planning tool that teachers and school leaders can apply to think more critically about what they teach, and how they teach it, ensuring that they are applying an anti-racist lens. This could also be used with a lens of LGBT+ or disability inclusion.

<https://blogs.glowscotland.org.uk/gc/globalcitizenshiped/antiracist-critical-thinking>

The Autism ToolBox

The Autism Toolbox is a free online resource developed to support the inclusion of autistic learners in Scottish educational settings. The Toolbox supports the Scottish Strategy for Autism which aims to build on improvements to autism services and increase access to these.

<http://www.autismtoolbox.co.uk/home>

Children and Young People’s Commissioner for Scotland

The Commissioner’s website holds freely available resources, including ones related to children’s human rights.

<https://www.cypcs.org.uk>

Curriculum for Excellence: resources to support the refreshed CfE

<https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative>

Developing Positive Whole School Ethos and Culture: relationships, learning and behaviour

This resource from the Scottish Government provides guidance in response to the research report ‘Behaviour in Scottish Schools Research 2016’.

<https://www.gov.scot/publications/developing-positive-whole-school-ethos-culture-relationships-learning-behaviour/pages/1>

Guidance on the Equality Law for Schools

What equality law means for you as an education provider – Schools | Self-evaluation | National Improvement Hub

<https://education.gov.scot/improvement/self-evaluation/what-equality-law-means-for-you-as-an-education-provider-schools>

The Index for Inclusion

<http://www.csie.org.uk/resources/inclusion-index-explained.shtml>

Learning about Neurodiversity at School

This is a freely available resource pack for primary school teachers and pupils, developed to support them in learning about neurodiversity.

<https://www.ed.ac.uk/salvesen-research/leans>

LUNA Project

The LUNA Project is a charity that seeks to support and raise awareness of young people with chronic illnesses, disabilities, and long-term health conditions. They believe a key way to do this is friendship. The project wants to empower young people with disabilities to talk to their friends and peers about their disability and the ways their friends could support them, and to equip able-bodied young people with the tools to support their peers and friends with disabilities.

<https://www.thelunaproject.org.uk>

National Framework for Languages

This framework provides guidance for how languages may be integrated into ITE programmes and the school curriculum.

<https://www.nffl.education.ed.ac.uk>

Promoting Race Equality and anti-racist education

An overview of race equality and anti-racist education that covers what it is, why it is important and links to additional resources.

<https://education.gov.scot/improvement/learning-resources/promoting-race-equality-and-anti-racist-education>

Rights and Participation

Recognising and realising children's rights: A professional learning resource to promote self-evaluation and improvement planning.

<https://education.gov.scot/improvement/learning-resources/recognising-and-realising-childrens-rights>

The Time for Inclusive Education Campaign

A resource to support the work of the TIE campaign, working to raise awareness, increase knowledge, and foster good relations through educational interventions designed to tackle prejudice, stereotypes, and bullying.

<https://www.tie.scot>

Free online professional inclusive practice learning modules

Inclusion and Equalities: OLCreat: Education Scotland - Inclusion and Equalities (open.edu)

<https://www.open.edu/openlearncreate/course/index.php?categoryid=359>

Introduction to dyslexia and inclusive practice: OLCreat: Introduction to Dyslexia and Inclusive Practice 2.0 Introduction to Dyslexia and Inclusive Practice (open.edu)

<https://www.open.edu/openlearncreate/course/view.php?id=6836>

The CIRCLE Framework - Primary

<https://education.gov.scot/media/szlogrpf/circle-primary-resource-int.pdf>

The CIRCLE Framework - Secondary

<https://education.gov.scot/improvement/learning-resources/inclusion-in-practice>

The Scottish Universities Inclusion Group

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