TEACHER PROFESSIONAL LEARNING FOR INCLUSION

Policy Mapping Grid: United Kingdom (Scotland)

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Further information about the Teacher Professional Learning for Inclusion (TPL4I) activities is available on the [TPL4I web area](#).

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SECTION 1: WIDER POLICY CONTEXT

Wider policy context

The United Kingdom's political system has a number of regional differences, with separate education legislation for England, Wales, Northern Ireland and Scotland. This national page is for Scotland. The devolved government for Scotland has a range of responsibilities which include health, education, justice and the environment. Some powers are reserved to the UK government, including immigration, the constitution, foreign policy and defence.

The Scottish Government includes a Cabinet Secretary (Cabinet Minister) for Education and Skills and, in the civil service, a Learning Directorate and an Advanced Learning and Science Directorate.

The Scottish Government is responsible for developing national policy and, where necessary, developing appropriate legislation to support delivery of the policy. In terms of additional support for learning, this is the role of the Support and Wellbeing Unit in the Scottish Government Learning Directorate.

The Education (Scotland) Act 1980 states that school education 'means progressive education appropriate to the requirements of pupils, regard being had to the age, ability and aptitude of such pupils'. The Standards in Scotland's Schools etc. Act (2000) states that education is to be directed to 'the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential'. This Act includes, in Section 15, a 'presumption of mainstream education' and the right of parents to have their children educated in mainstream settings. Education authorities (EAs) should provide education to school-aged children within mainstream settings, unless certain exceptions apply.

The [Education (Additional Support for Learning) (Scotland) Act 2004](), as amended by the [Education (Additional Support for Learning) (Scotland) Act 2009](), imposed certain duties on Scotland's EAs – the 32 local council areas responsible for the provision of statutory education in Scotland.

The 2004 Act requires that EAs:

- *identify and assess children and young people with additional support needs;*

- *provide for the additional support required for each child or young person with additional support needs for whose education they are responsible, subject to certain exceptions;*

- *review the additional support needs identified and the adequacy of support provided to meet the needs of each child or young person;*

- *prepare a co-ordinated support plan for those children or young people who meet certain criteria and keep this plan under regular review.*

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EAs have to publish information about specified matters relating to additional support needs, including their policies in relation to provision for such needs.

The Education (Disability Strategies and Pupils' Educational Records) Act 2002 requires that an EA has an accessibility strategy. The strategy covers a three-year period and sets out how the authority will improve:

- *access to the curriculum for pupils with disabilities;*

- *physical access for pupils with disabilities;*

- *information normally provided in writing for pupils with disabilities.*

EAs have to provide 600 hours of free, part-time, pre-primary education per year to every three- and four-year-old child. If a pre-primary child has additional support needs, the EA must provide reasonable support to meet the child's needs. This applies if the child attends a local authority or partnership nursery, but not a private nursery.

The Equality Act 2010 places a duty on schools and EAs not to discriminate against pupils with protected characteristics including disabilities, sexual orientation and ethnicity. This includes admission to school, the way education is provided, access to a benefit, facility or service and exclusion. They must not treat pupils with disabilities less favourably and must take reasonable steps to avoid putting these pupils at a substantial disadvantage. The duty related to aids and services means that, since September 2012, schools (including independent schools) have to make reasonable adjustments.

The [Children and Young People (Scotland) Act 2014](#) made provision for the Scottish ministers to promote public awareness and understanding of children's rights. It includes legislation on the role of a named person to co-ordinate services in support of a child and also conditions about provision of a child's plan. The legislation enacts elements of the Getting it right for every child (GIRFEC) practice model. The GIRFEC approach helps practitioners to focus on what makes a positive difference for children and young people – and how they can act to deliver these improvements. GIRFEC is being threaded through all existing policy, practice, strategy and legislation affecting children, young people and their families.

The Education (Scotland) Act 2016 received Royal Assent in March 2016. The Act is a multi-purpose piece of legislation with a mix of measures covering education in Scotland. The Act introduced measures to contribute towards improving Scottish education, including:

- *improving the attainment of pupils from lower socio-economic backgrounds;*

- *widening access to Gaelic-medium education;*

- *extending the rights of pupils with additional support needs.*

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The Act amends the Standards in Scotland's Schools etc. Act (2000), the Education (Additional Support for Learning) (Scotland) Act 2004, the Education (Scotland) Act 1980 and the Welfare Reform Act 2007. The Act introduced the National Improvement Framework. *In relation to children with additional support needs, the Act contains provisions that change the Education (Additional Support for Learning) (Scotland) Act 2004. These changes are to enable children themselves to use certain rights available under the Act, if they are 12 years of age or over and have the capacity to do so. This goes beyond the suggested extension, by the 2008 Concluding Observations from the United Nations Committee on the Rights of the Child, of rights for children with special educational needs to the Tribunals process. These rights were enacted in January 2018. (Source: Legislation Updates 2017, pp. 30–31). (European Agency, Country information for United Kingdom – Scotland, Legislation and policy)*

SECTION 2: VISION AND MAIN PRINCIPLES OF TPL4I POLICY

2.1 Policy vision

Policy priorities	Findings
2.1.1 Policy is guided by a vision that all teachers (i.e. student teachers, beginning teachers, experienced teachers, teacher educators) can access career-long professional learning opportunities regarding the principles of inclusive education	2.1.1.1 *Teaching Scotland's Future is the national programme to deliver improvements in teacher professional learning. It is led by the national organisations involved in teacher education in Scotland - teacher and headteacher unions, Education Scotland, the General Teaching Council for Scotland, the Scottish Government, teacher education institutions and local authorities.* (Eurydice, National Education Systems, United Kingdom – Scotland, [Continuing Professional Development for Teachers Working in Early Childhood and School Education](#)) 2.1.1.2 Continuing professional development (CPD) 'is not just about formal courses'. *Some of the most valuable professional development occurs in activities undertaken with colleagues in the working environment. Teachers are encouraged to take as broad a view as possible. For example, Education Scotland gives the following list of possible professional learning activities:* • *Self-evaluation and reflection* • *Experiential, action or enquiry-based learning* • *Focused professional reading and research* • *Curricular planning*

Policy priorities	Findings
	• *Peer support* [e.g. coaching or mentoring] • *Classroom visits/observation* • *Work shadowing* • *Co-operative or team teaching* • *Participation in collaborative activity* [e.g. professional learning community, learning round] • *Leading or participating in a working or task group* • *Planning learning which is inter-disciplinary or cross-sectoral* • *Participation in activities relating to assessment and moderation* • *Secondments, acting posts and placements*. (Eurydice, National Education Systems, United Kingdom – Scotland, Continuing Professional Development for Teachers Working in Early Childhood and School Education)
2.1.2 Policy is guided by a vision that all teachers receive education regarding their role and collaboration in and contribution to inclusive education	–

Policy priorities	Findings
2.1.3 Policy is guided by a vision that all teachers receive education regarding their pedagogical responsibility to promote the interaction, learning, participation and collaboration of all learners	–

Evaluative comments for 'Policy vision'

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2.2 Main principles

Policy priorities	Findings
2.2.1 Teachers' professional learning is defined in policy as a prerequisite for inclusive education	–

2.2.2	Policy states that the principles and practice of inclusive education should be part of initial teacher education	2.2.2.1 *The GTCS* [General Teaching Council for Scotland]*, in collaboration with the Scottish Government, has developed and published the Standard for Provisional Registration, within … [The Standards for Registration: mandatory requirements for Registration with the General Teaching Council for Scotland](#) document (revised December 2012), which sets out the competences expected of a student teacher at the end of Initial Teacher Education who is seeking provisional registration with GTC Scotland*. (Eurydice, National Education Systems, United Kingdom – Scotland, [Initial Education for Teachers Working in Early Childhood and School Education](#)) 2.2.2.2 *Programmes must:* • *have effective partnership arrangements which address the key principles of partnership as identified in the National Implementation Board STEC* [Scottish Teacher Education Committee]*/ADES* [Association of Directors of Education in Scotland] *National Framework Agreement for Partnership in the Early Phase of Teacher Learning;* • *have an appropriate balance of professional studies, subject studies and relevant school educational placement experience;* • *contain clear arrangements for updating in line with national developments and new perspectives arising from educational research;* • *meet the QAA* [Quality Assurance Agency] *Benchmarks which are within the Standard for Provisional Registration;* • *allow student teachers to meet the Standard for Provisional Registration; and* • *meet all Equalities Legislation requirements and allow the opportunity for such reasonable adjustments as may be required to be offered.*

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Policy priorities	Findings
	Programmes must prepare teachers to be responsive to the range and diversity of the needs of all pupils including those with additional support needs.
	ITE [initial teacher education] *programmes will therefore develop in student teachers broad knowledge of the nature and range of additional support needs, effective ways of supporting those with such needs and knowledge of inclusion and equalities legislation.*
	School experience placements (or other relevant educational placement experience such as within Children's Services provision) must provide the practical context to illustrate and develop the skills, understanding and content being developed in the programme. They will normally be undertaken in blocks of time, but may also include a series of days. Each placement block must be assessed.
	Within partnerships, placements must be jointly planned with the roles and responsibilities of staff clearly defined.
	Programmes must develop in student teachers an understanding of the importance of partnership between the different sectors of education in order to ensure the smooth transition of pupils from one sector to another and of the possibility of collaborations across sectors.
	Programmes must address current educational issues and develop in student teachers the flexibility to play a positive part in educational developments, such as A Curriculum for Excellence, by encouraging a disposition for professional enquiry. (General Teaching Council for Scotland, 2013. *Guidelines for Initial Teacher Education Programmes in Scotland*, p. 4)

Policy priorities		Findings
2.2.3	Policy states that beginning teachers should receive appropriate education and support to enable them to acquire the knowledge, attitudes and skills for inclusive education	–
2.2.4	Policy ensures that experienced teachers receive appropriate education and support to enable them to acquire the knowledge, attitudes and skills for inclusive education	–
2.2.5	Policy states that specialist teachers and other professionals (e.g. speech and language therapists, multilingual education teachers and other professionals who work in schools) receive appropriate education and support to enable them to acquire the knowledge, attitudes and skills for inclusive education	–

Policy priorities	Findings
2.2.6 Policy states that teacher educators working in university education departments or pedagogical institutes should be trained and committed to the inclusive education agenda in their courses, as understood in the United Nations Convention on the Rights of Persons with Disabilities and the European Disability Strategy	–

Evaluative comments for 'Main principles'

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SECTION 3: GOALS AND CONTINUUM OF SUPPORT FOR TPL4I POLICY

3.1   Goals

Policy priorities	Findings
3.1.1 Policy states that all teachers should have qualifications that reflect an inclusive education agenda	–
3.1.2 Policy states competence areas for inclusive education for all teachers working at different levels of education (e.g. professional development of all teachers to facilitate their involvement in co-teaching, planning together, developing differentiated materials collaboratively, etc.)	–

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Policy priorities	Findings
3.1.3 Policy states that all teachers' professional learning opportunities consider teacher competences for inclusive education	3.1.3.1 *From 2012, standards for initial teacher education, teacher registration and leadership and management include a set of values aligned to social justice and standards that expect career-long professional learning in inclusive education for all teachers*. (European Agency, Country information for United Kingdom – Scotland, Teacher education for inclusive education)
3.1.4 There is a formal strategy for promoting dialogue between ministries, regional/local authorities/municipalities and teacher educators to agree on the requirements of teachers' professional development opportunities for inclusion	–
3.1.5 There is a mechanism to ensure that all professional learning opportunities available to teachers are aligned with national- and local-level policy goals for an understanding of inclusive education	–

Policy priorities	Findings
3.1.6 There are strategies to ensure that local-level professional opportunities for teachers are flexible/adaptable to local school contexts and school development plans for inclusive education	–
3.1.7 There is a medium- and long-term review strategy for teachers' professional learning opportunities to ensure they meet system requirements for an inclusive education system	3.1.7.1 *Since August 2014 all GTCS registered teachers have been required to participate in the Professional Update process. Professional update will ensure teachers have an entitlement to supportive professional learning and will confirm that teachers have maintained high standards of learning and practice. The Professional Update process requires the following of teachers:* • *An annual update of contact details to GTCS* • *Engagement in professional learning* • *Self-evaluation against the appropriate GTCS Professional Standard* • *Discussion of this engagement and the impact of this, as part of the PRD* [Professional Review and Development] *process* • *Maintain a professional learning record and portfolio of evidence* • *Five-yearly confirmation of this engagement to GTCS*. (Eurydice, National Education Systems, United Kingdom – Scotland, Continuing Professional Development for Teachers Working in Early Childhood and School Education)

Evaluative comments for 'Goals'

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3.2 Continuum of support

Policy priorities	Findings
3.2.1 There is a strategy to ensure a continuum of diverse professional learning opportunities for inclusive education – for pre-service, beginning and experienced teachers, as well as teacher educators and support teachers – across all levels where teachers work	3.2.1.1 *Career-long professional learning builds on current strengths of CPD and extends the concept of the enhanced professional. It sees teachers as professionals taking responsibility for their own learning and development, exercising increasing professional autonomy enabling them to embrace change and better meet the needs of children and young people.* *As part of their commitment to professional learning, all teachers must have an annual plan of appropriate activities (a Career-Long Professional Learning plan) which is agreed with their line manager. This is often agreed within the context of an annual meeting with their line manager. Teachers are also required to maintain an individual Career-Long Professional Learning record for professional purposes.* *Education Scotland published Guidance on career-long professional learning in 2014. This is updated as the new model of professional learning develops*. (Eurydice, National Education Systems, United Kingdom – Scotland, [Continuing Professional Development for Teachers Working in Early Childhood and School Education](#)) This guidance links to other current reforms, including: • the revised Professional Standards; • professional enquiry;

Policy priorities	Findings
	• the Framework for Educational Leadership; • revised national guidance on professional review and development.
3.2.2 There are strategies for developing leadership competences (e.g. school leadership or learning support leadership roles) for inclusive education in all relevant professional learning opportunities	–
3.2.3 There are mechanisms to support schools/higher education institutions to develop strategic plans for teachers' professional learning in inclusive education	–
3.2.4 There are strategies to support effective collaboration and joint work between schools and higher education institutions/universities	–

Evaluative comments for 'Continuum of support'

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SECTION 4: CAPACITY BUILDING, FUNDING AND MONITORING OF TPL4I POLICY

4.1 Capacity building

Policy priorities	Findings
4.1.1 There are strategies to increase the capacity of all schools/higher education institutions to support all teachers to engage in professional learning activities on inclusive education	4.1.1.1 *Education Scotland, through Her Majesty's Inspectors, inspects, reviews and reports on the provision made by schools and EAs* [Education Authorities] *across Scotland. The inspection process includes reporting the inspection findings to the school, school community and the EA. Education Scotland contributes to a national picture of Scottish education through the national performance framework reporting mechanism, Scotland Performs. It also does so through the Improving Scottish Education series, which both provides a broad overview of Scottish education and reports on equality of provision.* *Education Scotland has a role to support development and training across all sectors, in addition to its duty to inspect schools. Evidence of positive and innovative practice is shared through its website, through practitioner networks and events and through communities of practice which are established across the country. These networks are supported by area lead officers in each EA area.* (European Agency, [Country information for United Kingdom – Scotland, Systems of support and specialist provision](#)) 4.1.1.2 Regarding initial teacher education: *The Guidelines [[Guidelines for Initial Teacher Education Programmes in Scotland](#)] encourage teacher education institutions to ensure that their courses use practical experience in schools as a context for consideration of the theoretical aspects of education. They are expected to design courses that develop the specified competencies, encourage students to study independently and*

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Policy priorities	Findings
	enable them to reflect on their classroom work. This implies an active role for the student in learning and variety in the teaching approaches. (Eurydice, National Education Systems, United Kingdom – Scotland, [Initial Education for Teachers Working in Early Childhood and School Education](#))
4.1.2 There is a mechanism to facilitate dialogue between all teachers/leaders/other stakeholders to develop a shared understanding of inclusive education as an approach that ensures high-quality learning opportunities for all	–
4.1.3 There is guidance on how teachers working in mainstream school settings/higher education institutions can understand and enact inclusive education	4.1.3.1 *The Children and Young People (Scotland) Act 2014 made provision for the Scottish ministers to promote public awareness and understanding of children's rights. It includes legislation on the role of a named person to co-ordinate services in support of a child and also conditions about provision of a child's plan. The legislation enacts elements of the Getting it right for every child (GIRFEC) practice model. The GIRFEC approach helps practitioners to focus on what makes a positive difference for children and young people – and how they can act to deliver these improvements. GIRFEC is being threaded through all existing policy, practice, strategy and legislation affecting children, young people and their families.* (European Agency, [Country information for United Kingdom – Scotland, Legislation and policy](#))

Policy priorities	Findings
4.1.4 There are guidelines that support all teachers to collaborate to support all learners	–
4.1.5 There are guidelines on how methods of quality assessment, school evaluation, inspections and other accountability measures contribute to planning/identifying priority areas of professional learning activities for inclusive education	–
4.1.6 There are strategies to support schools/higher education institutions to build strong leadership teams that are aware of the inclusive education agenda	–
4.1.7 There are incentives stated in policy for all teachers to engage in professional learning activities for inclusive education	–

Policy priorities	Findings
4.1.8 There are strategies stated in policy to develop the role of specialist teachers as a resource for mainstream schools	4.1.8.1 *Many schools have learning support teachers (qualified teachers who specialise in working with children with additional support needs). Specialisation in this area is gained through courses and training within career-long professional learning. Theses posts have a varied role: they may train and support class/subject teachers to make sure that the curriculum is accessible, co-teach in classes, or work directly with children and young people. The learning support teacher may co-ordinate the support provided to children and young people and encourage them to take greater responsibility for their support*. (European Agency, [Country information for United Kingdom – Scotland, Teacher education for inclusive education](#))
4.1.9 There are strategies to promote professional learning for inclusion in teachers' common competence areas (e.g. experienced teachers and specialist teachers are expected to engage in professional learning activities that promote inclusive education pedagogies, such as co-teaching)	–
4.1.10 There are competences for professional learning in inclusive education for all teachers	–

Evaluative comments for 'Capacity building'

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4.2 Funding

Policy priorities	Findings
4.2.1 There are financial incentives to encourage all schools/higher education institutions to develop policy and action plans for teachers' professional learning for inclusion	–
4.2.2 There are mechanisms for systematic data collection on expenditure on teachers' professional learning that informs cost-effectiveness issues	–
4.2.3 There are flexible resourcing mechanisms that foster teachers' professional learning at school level	–

Evaluative comments for 'Funding'

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4.3 Monitoring

Policy priorities	Findings
4.3.1 There is a comprehensive accountability framework for monitoring and evaluating the implementation of teachers' professional learning for inclusion activities	–
4.3.2 Monitoring mechanisms ensure that inequalities in access to professional learning opportunities at regional or organisational levels are addressed	–

Policy priorities	Findings
4.3.3 There are mechanisms to support schools/teacher education departments/higher education institutions to have ownership of review and improvement processes in relation to teachers' professional learning	4.3.3.1 Revised national guidance on Professional Review and Development was published in 2014. It extends previous guidance, *Professional Review and Development* (2003), in recognition of the changing priorities within Scottish education and the recommendations from the *Teaching Scotland's Future* report (2011). *The guidance was developed by a National Steering Group which had wide representation, including professional associations, local authorities and GTCS. The aim is to ensure that professional review and development is an on-going process which takes place within a supportive, challenging and collegiate culture and is a positive and professional experience. It is recognised that it is both an entitlement and the responsibility of all teachers to engage in professional review and development.* *The General Teaching Council for Scotland's (GTCS) Professional Standards and supporting guidance were also revised following the Teaching Scotland's Future report. The revised Standards for Career-Long Professional Learning, published in 2012, were developed to support self-evaluation within professional learning.* (Eurydice, National Education Systems, United Kingdom – Scotland, Continuing Professional Development for Teachers Working in Early Childhood and School Education)
4.3.4 There are mechanisms to share and analyse data to inform improvement processes in relation to teachers' professional learning at national and local level	–

Policy priorities		Findings
4.3.5	There is data available on whether teachers are engaged in professional learning that is relevant to the level of education they teach	–
4.3.6	There are mechanisms to ensure that teachers' professional learning contributes to improving inclusive education practice at school level/the level of a teacher education department or higher education institution	–

Evaluative comments for 'Monitoring'

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