

CONFÉRENCE DE COMPARAISONS INTERNATIONALES

#CCI_Handicap

ÉCOLE INCLUSIVE POUR LES ÉLÈVES EN SITUATION DE HANDICAP

Inclusive Pedagogy in Scotland: from theory to practice

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➤ Contemporary Scottish context

- Education has an important role to play in improving social justice and equality
- Inclusive education is a key government priority in our increasingly diverse society
- Teachers need to be well prepared and adequately supported if they are to develop and sustain inclusive practice.



Scotland's Additional Support for Learning Act

- structured around the concept of support being needed for any reason
- for short or long term periods determined by the individual learning needs of the child or young person.
- Policy of inclusive education or repetition of exclusion?

Children who may require Additional Support

- have motor or sensory impairments
- are being bullied
- Are particularly able or talented
- have experienced a bereavement
- are interrupted learners
- have a learning disability
- are looked after by a local authority
- have a learning difficulty, such as dyslexia
- are living with parents who are abusing substances
- are living with parents who have mental health problems
- have English as an additional language
- are not attending school regularly
- have emotional or social difficulties
- are on the child protection register
- are young carers.

Additional Support Code of Practice

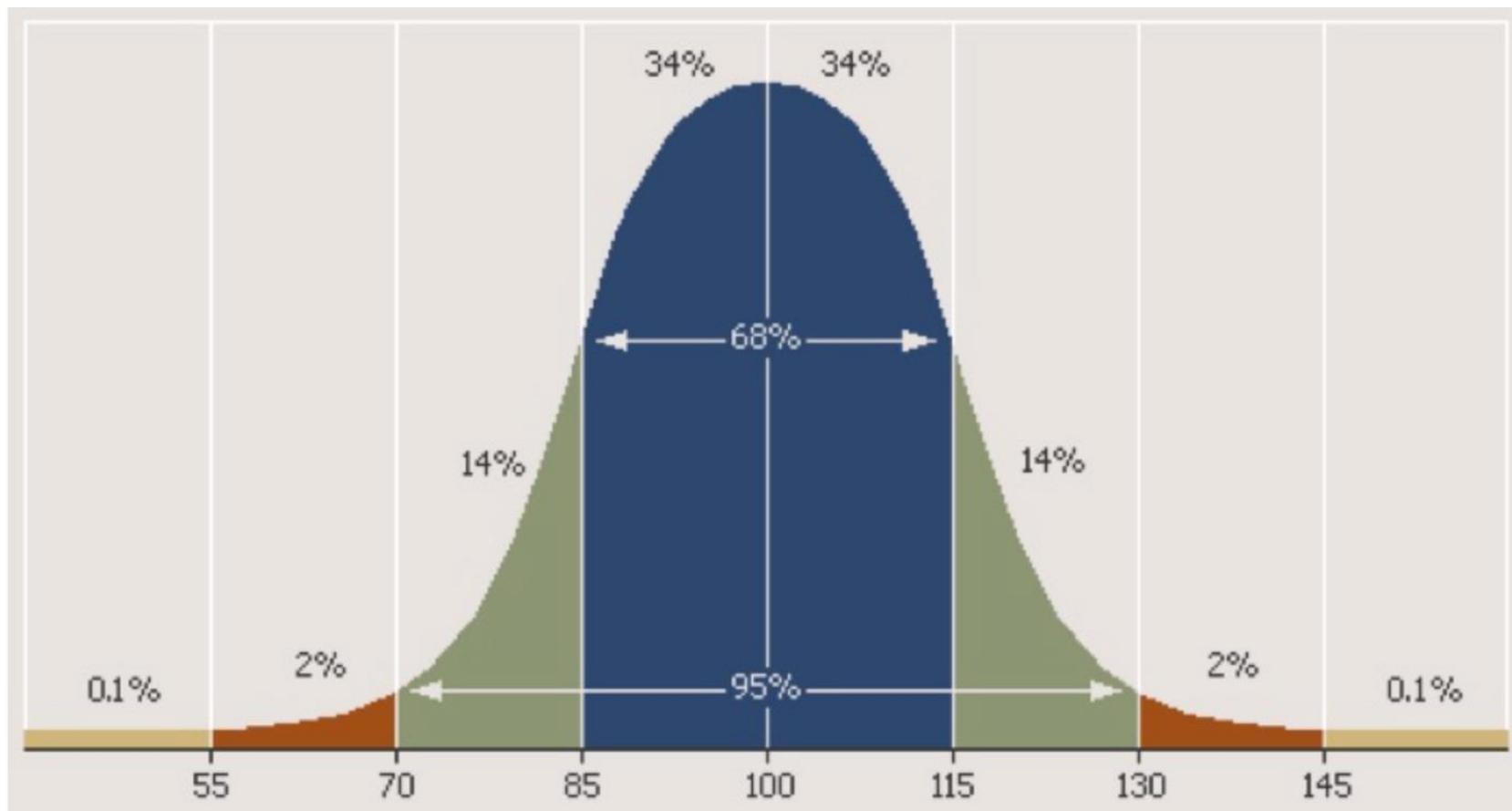
Education authorities must:

- make adequate and efficient provision for the additional support required for each child or young person with additional support needs
- make arrangements to identify additional support needs
- keep under consideration the additional support needs identified and the adequacy of support provided to meet the needs of each child or young person

The challenge of additional support

- Dilemma of difference
- Categorical approaches
- Bell curve thinking

➤ Bell Curve Thinking



Challenge of inclusive education

Knowing how to respect and respond to human differences in ways that include rather than exclude learners from that what is ordinarily available to others of similar age

Extending what is ordinarily available to everyone as opposed to doing something “different from’ or ‘additional to’ that which is available to others for some

A shift in thinking is needed

- Difference is an ordinary aspect of human development
- Classroom teachers are capable of teaching all learners
- New ways of working collaboratively can be developed



The Scottish Teacher Education Committee (STEC) inclusion group

- Working group consisting of course directors and inclusion specialists from the seven universities involved in initial teacher education
- In existence since 2008
- Supported by the Scottish Government
- STEC Inclusion Group works collaboratively to ensure a coherent model of professional learning in inclusive education is embedded in the university teacher education programmes.

UWS UNIVERSITY OF THE WEST of SCOTLAND



UNIVERSITY OF ABERDEEN



UNIVERSITY OF STIRLING



THE UNIVERSITY of EDINBURGH

National Framework for Inclusion

Revised 2014

 SCOTTISH
TEACHER
EDUCATION
COMMITTEE

During 2013-4 the STEC inclusion group revised the National Framework for Inclusion to ensure that all teachers are prepared to work inclusively with the new Standards for Teacher Education in Scotland

Key messages of the Framework

- All teachers have a responsibility for inclusion, and therefore it should be a core aspect of teacher education
- Inclusion involves the participation of all children in the learning community of the school / classroom
- The spirit of the Framework is based on an open ended view of the child's capacity to learn
- Although designed primarily for teacher education, the principles of the Framework for Inclusion are applicable across a range of professional contexts

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