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**Introduction to Inclusive Education**

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| **Name** |  |
| **Role** |  |
| **Place of Work** |  |
| **Sector** |  |
| **Line Manager** |  |
| **Local Authority** |  |
| **GTCS Number** |  |

**Reflective Log**

# Introduction to Inclusive Education - Reflective Log

As you work through this course, what you write in this log forms an important part of the learning process. You will want to revisit the log regularly and you may want to look at it again after you’ve completed the course, or use it as evidence of what you’ve achieved, your development and as evidence of your professional development, reflective practice and critical self-evaluation. All which contribute towards your GTC Scotland professional update.

Make sure that you save this reflective log after you start to fill it in. Use a filename like ‘Inclusive Education Reflective Log’ so that it’s easy to find.

The next time you are prompted to add to the log, you should open the file you saved and add the new material to it. You may choose to save a copy in ‘GLOW Microsoft Office 365’ so you can access it from anywhere you have internet connection. (**All** public school teachers have a GLOW login account)

Only the Activities which require to be completed in this log are included.

Tables have been included with the activities to support your written answers however you can adapt this log and present your reflections in alternative ways to suit your needs.

A page for additional notes is at the end of this log

**Activity 1**.

1. **Use the table below to complete the 2 questions.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **a** | **On a scale of 1 – 5 (1 being poor and 5 being very knowledgeable) rate how you feel your knowledge and understanding of inclusion within the context of Scottish schools?** | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
|  |  |  |  |  |
| **b** | **What you hope to achieve in studying this module.** | | | | |
|  |  | | | | |

**2. Complete the Self-evaluation Wheel: Professional Actions in Career –Long Professional Learning on the next page.**

Self-evaluation should support you to:

* Reflect on what you have done
* Think about what you might do next
* Consider your own progress and development
* Deeply understand your professional practice, your professional learning and the impact of this on your thinking, professional actions, those you work with/support and the pupils and their learning

The Self-Evaluation Wheel is a valuable tool for:

* exploring current reality,
* support self-evaluation
* helping to critically reflect on yourself as a professional and your practice.
* Perform a simple gap analysis - for example where are you now and where would you like to be?.

The example below highlights how to use the self- evaluation wheel.



**Using the wheel:**

* Consider each point on the wheel in turn, (see summary or check with full version of Standard if helpful)
* Think about where you might gauge yourself on the wheel:

0 = really not confident/lots of areas to develop or work on;

10 = feel very confident/accomplished in this area.

Think about ‘why’ you place yourself on that point

* Looking at areas you have identified, what should/could be your next steps to help take PU forward?

**Self-evaluation Wheel: Professional Actions in Career –Long Professional Learning (CLPL)**

**Pedagogy, learning and subject knowledge**

**Lead and collaborate on curriculum and assessment developments**

**Actively involved in educational research and enquiry**

**Actively involved in current debates in policy, education and practice**

**Lead and contribute to the professional learning of all colleagues**

**Learning for sustainability**

**Rigorous and critical self-evaluation**

**Commit to on-going career-long professional learning**

0

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|  |
| --- |
| **The Professional Actions in Career-Long Professional Learning - Summary** |
| **Pedagogy, Learning and Subject Knowledge**   * + demonstrate deep subject knowledge and pedagogical leadership;   + lead curriculum development with a deep understanding of the place of subject knowledge and the wider purposes of education;   + demonstrate a critical understanding of approaches to teaching and learning, pedagogy and practice;   + deploy an enhanced understanding of pedagogy and how constructive relationships with learners can be developed;   + demonstrate a critical understanding of digital technologies and how these can be used to support learning;   + understand and develop the most appropriate contexts and environments for learning including outdoor learning, and be able to apply appropriate pedagogies for these environments. |
| **Curriculum and Assessment**   * understand and apply the principles of curriculum and assessment design to address changing educational needs; * lead and collaborate with others to plan innovative curricular programmes; * lead and work with others to ensure effective practice in the assessment of learning, including a deep knowledge and understanding of the policies and practices of assessment as required by awarding bodies |
| **Enquiry and Research**   * develop and apply expertise, knowledge and understanding of research and impact on education; * develop and apply expertise, knowledge, understanding and skills to engage in practitioner enquiry to inform pedagogy, learning and subject knowledge; * lead and participate in collaborative practitioner enquiry. |
| **Educational contexts and current debates in policy, education and practice**   * understand and explore the contexts and complexity in which teachers operate and the dynamic and complex role(s) of professionals within the educational community; * actively consider and critically question the development(s) of policy in education; * develop culture where learners meaningfully participate in decisions related to their learning and school; * develop and apply political literacy and political insight in relation to professional practice, educational change and policy development |
| **Sustaining and Developing Professional Learning**   * develop skills of rigorous and critical self-evaluation, reflection and enquiry including how to investigate and evidence impact on learners and professional practice; * commit to on-going career-long professional learning, including postgraduate study as appropriate; * lead and contribute to the professional learning of all colleagues, including students and probationers. |
| **Learning for Sustainability**   * understand the environmental, social and economic conditions of learners to inform teaching and learning; * have a critical understanding of and engage with the ways in which natural, social, cultural, political and economic systems function and are interconnected; * develop the knowledge, skills and practices needed to take decisions which are compatible with a sustainable future in a just and equitable world; * connect learners to their dependence on the natural world and develop their sense of belonging to both the local and global community |
| **Professional Values and Personal Commitment**   * How are the Professional Values reflected in my Professional Actions? * How have my professional values been developed and informed by knowledge and experience? * How do I critically reflect on my own assumptions, beliefs and values? * Who am I as a teacher? What has influenced me? What sustains me? |
| **Social Justice Integrity**  **Trust and Respect Professional Commitment** |
| For the full version of Standard for Career-long Professional Learning please see General Teaching Council Scotland - [www.gtcs.org.uk](http://www.gtcs.org.uk) |

As you complete this module consider the following reflective questions highlighted above within GTCS Professional Values and Personal Commitment sections which are applicable to **all** GTCS registered teachers.

|  |
| --- |
| **Professional Values and Personal Commitment**  **Social Justice Trust and Respect Professional Commitment Integrity** |
| **How are the Professional Values reflected in my professional actions?** |
|  |
| **How have my professional values been developed and informed by knowledge and experience?** |
|  |
| **How do I critically reflect on my own assumptions, beliefs and values?** |
|  |
| **Who am I as a teacher?** |
|  |
| **What has influenced me?** |
|  |
| **What sustains me?** |
|  |

**1 Scottish Context**

**Activity 2**

**Consider the following questions**

|  |  |
| --- | --- |
| 1. **Which Acts of legislation and policies were you aware of?** | |
| The United Nations Convention on the Rights of the Child (UNCRC). |  |
| The Standards in Scotland’s Schools etc. Act (2000). |  |
| Education (Disability Strategies and Pupils’ Educational Records) (Scotland) Act 2002 |  |
| Education (Additional Support for Learning) (Scotland) Act 2004 (as amended by the Education (Additional Support for learning)(Scotland) Act 2009; |  |
| Code of Practice to support the Additional Support for Learning Act) |  |
| Equality Act 2010 |  |
| The Children and Young People (Scotland) Act (2014) |  |
| Education (Scotland) Act (2016) |  |
| Curriculum for Excellence |  |
| The 2012 Doran Review Report - ‘The Right Help at the Right Time and Right Place’. |  |
| The National Improvement Framework (NIF) |  |
| Scottish Attainment Challenge |  |
| The Pupil Equity Fund |  |
| 1. **What impact has the legislation and policy highlighted in Section 1 on your practice?** | |
|  | |

**Activity 3**

**Match the legislation or policy with the correct summary.**

|  |  |
| --- | --- |
| **Legislation and Policy** | **Summary** |
| The United Nations Convention on the Rights of the Child (UNCRC). |  |
| The Standards in Scotland’s Schools etc. Act (2000). |  |
| Disability Strategies and Pupils’ Educational Records (2002); |  |
| Additional Support for Learning (Scotland) Act 2004 (as amended 2009); |  |
| Code of Practice to support the ASL ACT |  |
| Equality Act (2010); |  |
| Children and Young People Act (2014); and |  |
| Education (Scotland) (2016). |  |
| The Getting it right for every child approach |  |
| Curriculum for Excellence |  |
| The 2012 Doran Review Report |  |
| The National Improvement Framework (NIF) |  |
| Scottish Attainment Challenge |  |
| Pupil Equity Funding |  |

|  |  |
| --- | --- |
|  | **Legislation and Policy Summaries** |
| **A** | Local authorities, with their partners, have a duty within the Act to ensure that ‘education is directed to the development of personality, talents and mental and physical abilities of the child or young person to their fullest potential.’ |
| **B** | Provides the legal framework for identifying and addressing the additional support needs of children and young people who face a barrier, or barriers, to learning |
| **C** | Places a duty on local authorities and schools to ensure the wellbeing of children and young people is safeguarded, supported and promoted. |
| **D** | Purpose is to ensure an inter-agency approach across education, health and social work to improve outcomes for children and young people. |
| **E** | Additional funding allocated directly to schools and targeted at closing the poverty-related attainment gap |
| **F** | Is intended to help children and young people gain the knowledge, skills and attributes needed for life in the 21st century, including skills for learning, life and work. |
| **G** | Sets out the strategic vision for provision for children and young people with complex additional support needs in Scotland. |
| **H** | Aims to achieve equality and equity focusing on closing the poverty related attainment gap |
| **I** | Aims to improve Scottish education and close the attainment gap, delivering both excellence and equity. |
| **J** | Requires Responsible bodies to develop and publish an accessibility strategy. |
| **K** | Introduces measures to improve Scottish education and reduce pupil’s inequality of outcomes. |
| **L** | Places a duty on schools and Education Authorities to eliminate unlawful discrimination, harassment and victimisation of learners with protected characteristics and to actively promote equality of opportunity. |
| **M** | Designed to help schools, parents and others to understand the ASL Act and ensure its implementation |
| **O** | A legally-binding international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities. |

1. **Universal and Targeted Support**

**Activity 7**

**Think about your understanding of additional support needs and why children and young people may need some additional support.**

|  |
| --- |
| **My understanding of additional support needs** |
|  |
| **Reasons for additional support needs** |
|  |

**Activity 8**

**Consider the following questions which focus on supporting learners who are looked after by the local authority**

|  |  |
| --- | --- |
| **1** | **Do you feel confident that you are aware of who any learners in your class or provision are looked after children?** |
|  |  |
| **2** | **Do you know who the carers, social workers and parents (if appropriate) of looked after children are, and are there clear procedures for recording, retaining and sharing information with carers, social workers and parents when required?** |
|  |  |
| **3** | **Where a looked after child in your class is underperforming, have they been assessed as having additional support needs? How well does the school plan targeted support and individualised programmes of work to help address their areas of need?** |
|  |  |
| **4** | **Do you have the same high expectations for the attendance and punctuality and for the achievement and attainment of looked after children as for all others?** |
|  |  |

**Activity 9**

**Consider the following questions which focus on identifying additional support needs arising from health and disability**

|  |  |
| --- | --- |
| **1** | **Do you have access to information about the strengths, specific needs and support systems required for each learner with a disability or health condition?** |
|  |  |
| **2** | **Do you know if learners have been able to contribute to this information? If not how can you find out?** |
|  |  |
| **3** | **If you are working in ELC settings do you know what the procedure and system is for accessing additional or specialist support, when there is a concern regarding children’s progress and think that they may have a learning difficulty? Are all staff aware of the systems and use them effectively?** |
|  |  |
| **4** | **What support do you put in place to ensure that your learners can still participate in the curriculum you have planned when health conditions result in periodic and/or extended absences from education.** |
|  |  |

**Activity 10 Reflective Task**

**These questions focus on meeting social emotional and behavioural needs. Select 2 or 3 which are most relevant to you.**

|  |  |
| --- | --- |
| **1** | **To what extent do we have a clear strategy to provide all children and young people, including those with social, emotional or behavioural needs, with their entitlement to a broad general education?** |
|  |  |
| **2** | **Have we sufficiently developed innovative approaches to the curriculum for those with social, emotional and behavioural needs, taking into account the principles of Curriculum for Excellence?** |
|  |  |
| **3** | **How well do we ensure prevention, early intervention and support in an ethos which promotes positive relationships, learning and behaviour? How does this also work to reduce exclusion in schools?** |
|  |  |
| **4** | **How well do we use a range of strategies to support and re-engage with children and young people at risk of exclusion from school?** |
|  |  |
| **5** | **How well do we understand the factors which can cause disruptive behaviours and relationships?** |
|  |  |
| **6** | **Does everyone in our learning community feel they are in a safe and nurturing environment?** |
|  |  |
| **7** | **How successfully do we engage with parents and carers to secure positive outcomes in achievement and health and wellbeing including behaviour?** |
|  |  |
| **8** | **How successful are we in ensuring all children and young people get the support they need to benefit fully from their education and fulfil their potential?** |
|  |  |
| **9** | **How do we ensure mainstream settings and schools and partners meet the needs of children and young people with social, emotional or behavioural needs in line with Getting it Right for Every Child principles?** |
|  |  |
| **10** | **How well do we collaborate to ensure that young people at risk of disengagement from education are identified early and supported?** |
|  |  |
| **11** | **To what extent are we aware of links between school exclusion and anti-social and offending behaviour?** |
|  |  |
| **12** | **How successfully do we ensure partners such as off-site bases and community partners collaborate to provide a shared placement with a clear rationale and objective?** |
|  |  |

**Activity 11**

**Consider the four factors giving rise to barriers to learning and what barriers may arise for a learner.**

**Complete columns 2 and 3 in the table below then click reveal within the module to see some other examples.**

|  |  |  |
| --- | --- | --- |
| **Factor Giving Rise to Barriers** | **Barriers Giving Rise to Additional Support Needs** | **Support to Reduce Barriers** |
| **Learning environment** |  |  |
| **Family circumstances** |  |  |
| **Disability or health need** |  |  |
| **Social and emotional factors** |  |  |

1. **Effective Planning**

**Activity 15**

**Reflect on how your practice supports transition for children and young people.**

|  |
| --- |
|  |

**Activity 16**

**There are several approaches to consider when planning effective and meaningful differentiation. The table below highlights effective areas of differentiation. Complete the table below then click reveal within the module to see some other examples.**

|  |  |
| --- | --- |
| **Differentiation by:** | **Areas of focus for differentiation** |
| **Task** |  |
| **Grouping** |  |
| **Resources /Support** |  |
| **Pace** |  |
| **Outcome** |  |
| **Dialogue and support** |  |
| **Assessment** |  |

**Activity 17 Start of Question**

**Think about the curriculum that you teach.**

**What are your main challenges in differentiating the curriculum?**

**Consider the needs of your learners and make a note of what is working well at present and where you would like to make improvements. End of Question**

|  |  |
| --- | --- |
| **Challenges in differentiating the curriculum** |  |
| **Needs of my learners** |  |
| **What is working well** |  |
| **Areas for improvement** |  |

1. **Collaborative Partnerships for Inclusion**

**Activity 18**

Start of Question

|  |  |
| --- | --- |
| **1** | **Think about the role of communication in supporting a learner you work with in your class who has additional support needs. Who are the partners? How do you communicate with them?** |
|  |  |
| **2** | **Write approximately 200 words on your understanding of the importance of effective communication and identify some of the challenges in discussing additional support needs.** |
|  |  |

**Activity 19**

Click [**here**](https://education.gov.scot/improvement/self-evaluation/young-ambassadors-for-inclusion)to access the film made by the Young Ambassadors for Inclusion ‘**Ask Us, Hear Us, Include Us’**

|  |  |
| --- | --- |
| **1** | **Watch the film and note the key themes and recommendations the young people discuss. Consider this information in relation to your own practice and note areas for improvement.** |
|  |  |
| **2** | **What you would consider and ensure was in place before the views of learners were gathered.** |
|  |  |

**Activity 20**

**For the final entry in your Reflective Log for this module consider the following activity and questions**

**Revisit your response to Activity 1**

1. **Complete the self- evaluation wheel on the next page. Compare this version to previous ones and reflect on any changes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **2** | **On a scale of 1 – 5 (1 being poor and 5 being very knowledgeable) rate how you feel your knowledge and understanding of inclusion within the context of Scottish schools?** | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
|  |  |  |  |  |
| **3** | **How will the completion of this module impact on your professional practice?** | | | | |
|  |  | | | | |
|  | **What learning stands out?** | | | | |
|  |  | | | | |
|  | **What professional actions have you taken?** | | | | |
|  |  | | | | |
|  | **Any reflections following the completion of this module** | | | | |
|  |  | | | | |
|  | **Did you achieve what you had identified at the start?** | | | | |
|  |  | | | | |

**Self-evaluation Wheel: Professional Actions in Career –Long Professional Learning (CLPL)**

**Pedagogy, learning and subject knowledge**

**Lead and collaborate on curriculum and assessment developments**

**Actively involved in educational research and enquiry**

**Actively involved in current debates in policy, education and practice**

**Lead and contribute to the professional learning of all colleagues**

**Learning for sustainability**

**Rigorous and critical self-evaluation**

**Commit to on-going career-long professional learning**

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**Additional Notes**

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