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Inclusion in Practice: The CIRCLE Framework

Primary School Resource

**Reflective Log**

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

# Inclusion in Practice: The CIRCLE Framework - 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, 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 of 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 Practice CIRCLE Framework 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 in Scotland 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**.

**Use the table below to complete the tasks.**

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

**3. 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?** |
|  |

**Section 1.3**

**Reflective Task 1.3 Learner voice**

1. **Consider and take note of your own practice with reference to the Learners’ Voices summary in the following areas:**

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| **Learners’ feelings** |
|  |
| **Learners’ strengths and support needs** |
|  |
| **What works well from the learners’ perspectives** |
|  |
| **Qualities of an ideal teacher** |
|  |
| **How to coordinate support keeping the learner at the centre** |
|  |

1. **Having watched the film consider the following reflective questions and make some notes.**

|  |  |
| --- | --- |
| **a** | **How does the young people’s feedback relate to your own experience of supporting learners with additional support needs?** |
|  | |
| **b** | **How do some of the summaries and quotes make you feel?** |
|  | |
| **c** | **Outline one strategy you are going to try as a result of this reflection on the perspectives of the learners** |
|  | |

**Section 2.2**

**Reflective Activity 2.2**

Consider the roles and responsibilities of staff in supporting inclusive education.

|  |  |
| --- | --- |
| **Role** | **Note examples of how they support inclusive education** |
| Senior management |  |
| Classroom and early years practitioners |  |
| Specialist teachers e.g. ASN or Support for Learning and outreach teachers |  |
| Support Assistants |  |
| Facilities staff |  |

**2.3 Supporting whole school inclusive approaches**

### Creating an Inclusive Environment

### Reflective Task 2.3a The Inclusive Environment

Consider all aspects of the school environment: dining area, social spaces, corridors, classrooms (see inclusive classroom section). What needs to be put in place to ensure a school community meet the needs of all learners?

Make some notes in your below before looking at our suggestions within the module.

|  |
| --- |
|  |

**2.3 Supporting whole school inclusive approaches**

### Managing transitions

### Reflective Task 2.2b Developing accessible learning

**What needs to be in place to ensure a school community provides an accessible curriculum that can meet the needs of all learners?**

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|  |

**2.3 Supporting whole school inclusive approaches**

### Managing transitions

### Reflective Task 2.2c Supporting Transition

Consider how you contribute towards supporting the children and young people in your class to ensure that they experience successful transitions.

Reflect on how well transition processes are working in your class/subject area.

You may consider gathering feedback from all involved, both informally and formally, as part of a whole school process.

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**2.3 Supporting whole school inclusive approaches**

### Collaboration

### Reflective Task 2.3d Collaboration

What areas would support collaborative working? Make some notes below

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|  |

**3.4 The CIRCLE Inclusive Classroom Scale**

**Reflective Activity 3.4 Using the CIRCLE Inclusive Classroom Scale**

Make notes in answer to three of the following reflective questions

|  |
| --- |
| Following your use of the CIRCLE Inclusive Classroom Scale, how inclusive do you think your practice is? |
|  |
| What steps do you take during the preparation and planning process to ensure that you understand the needs of individual learners in your classes? |
|  |
| Where do you evidence your planning for individual learners? |
|  |
| Which supports and strategies do you currently use to ensure your practice is learner-centred? |
|  |
| Which strategies could you add to support learners to engage more effectively? |
|  |
| Considering learners who already have individual supports or strategies in place, how could you adapt these to make them suitable for the whole class? |
|  |
| Who do you (could you) use as a critical friend/peer support to reflect on your practice with? |
|  |

Optional Reflective Task - Using the CIRCLE Inclusive Classroom Scale

The following questions can be used when engaging in professional dialogue during professional learning opportunities and discussions with colleagues.

Consider observing a colleague working with a learner or group of learners whose needs you find challenging.

|  |
| --- |
| Does your colleague have a similar experience? |
|  |
| Are there any strategies your colleague uses effectively that you may not have considered before? |
|  |

**4. Supporting Learners**

**4.1 Identifying strengths and support needs**

### Reflective Task 4.1 Supporting Learners

What do you currently do to identify the strengths and support needs of learners in your class?

Note your thoughts below and then look at our suggestions within the module.

|  |
| --- |
|  |

**4.1 Identifying strengths and support needs**

### Reflective Task 4.2 Using the CIRCLE Learner Participation Scale

Download and read the CIRCLE Learner Participation Scale and the associated instructions on how to use it.

1. Choose a learner who you think may need additional support and complete the scale.
2. Reflect on what you have learned through completing the CIRCLE Learner Participation Scale, use your Reflective Log to evidence your learning

|  |
| --- |
|  |

**6. Collaborative Partnership Working**

**6.2 Partnership with Parents**

### Reflective Task 6.2 Collaborative Partnerships

What, in your experience, helps communication with parents?

Note your thoughts below and then look at our suggestions within the module.

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| --- |
|  |

### 6.4 Effective Collaboration

**Reflective Task 6.4 – Effective collaboration**

Consider 2-3 of the questions below and note your reflections.

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| --- |
| What works well? |
|  |
| How could the reciprocal flow of information between all those involved in supporting a learner be improved in your school? |
|  |
| How does communication and collaboration with partner services and agencies take place within your school? How do you contribute to this process? |
|  |
| Consider a situation where you collaborate with others. Reflecting on the features of effective collaboration note strengths and areas for improvement. |
|  |
| What are the roles and responsibilities of any partner services and agencies currently working with any learners that you teach? |
|  |

Optional Reflective Task – **Effective Communication**

The following questions can be used when engaging in professional dialogue during professional learning opportunities and discussions with colleagues.

|  |
| --- |
| Consider a situation where you collaborate with others. Reflecting on the features of effective collaboration note strengths and areas for improvement. |
|  |
| What are the roles and responsibilities of any partner services and agencies currently working with any learners that you teach? |
|  |

**Reflective Activity 7 Next Steps**

1. **Use the table below to complete the tasks A and B.**
2. Complete the self-evaluation wheel and **compare this version to your initial one and reflect on any changes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **A** | **On a scale of 1 – 5 (1 being poor and 5 being very knowledgeable) rate how you feel your knowledge and understanding is of inclusion within the classroom** | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
|  |  |  |  |  |
| **B** | How this module has impacted on your professional practice | | | | |
|  |  | | | | |

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

**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**