



## Inclusive pedagogy in teaching

**Date:** Wednesday 28 May 2025, 4:00-5:30pm.

**Location:** MS Teams

**Organiser:** SERA Inclusive Education Network

### Presentation 1: A professional learning journey: reflections on developing the National Framework for Inclusion 3<sup>rd</sup> edition

**Abstract:** Now in its third edition, the Framework for Inclusion (SUIG, 2022) is closely linked with the GTCS Professional Standards for Teachers (GTCS, 2021). It has been revised with cognizance being taken of recent developments within Scottish education including the increased focus on sustainability, migrant integration and the need for diversification of the curricula. Within the Scottish context, where inclusive education is recognized as the cornerstone (Scottish Government, 2017), there is a clear recognition of teachers' important roles in identifying and addressing pupils' barriers to learning. They must be supported in developing and sustaining their inclusive practice, at all stages of their career, and the Framework is intended to support teachers throughout their professional learning journey. This presentation discusses how the process of developing the 3<sup>rd</sup> edition was underpinned by the principles of teachers as agents of change, particularly the use of the 5-step change model developed within the Agents of Change Toolkit (ACT) project (Agents of Change Toolkit Team, 2021; Pantić, 2015). It will also consider how the Framework is being used within teachers' professional learning in Scotland and beyond.



Di Cantali is a highly experienced teacher educator and has worked at the University of Dundee since 2014. She is Chair of the Scottish Universities Inclusion Group and recently co-edited a guest issue of the Scottish Educational Review (SER) journal with SUIG colleagues. Di's research includes the Scottish Universities Insight Institute (SUII) funded Agents of Change Toolkit (ACT) project and the ESRC Impact Acceleration Award funded Schools as Change Agents (SACHA) project. Di also serves as an Advance HE national panellist for the Athena Swan gender equality charter mark award.

### Presentation 2: Newly qualified teachers' experiences of implementing an inclusive pedagogy in schools located in high poverty environments, Archie Graham (Presenter), Lindsay MacDougall, Dean Robson and Peter Mtika

**Abstract:** This study aims to examine Newly Qualified Teachers' (NQT) experiences of enacting an inclusive pedagogy in high poverty school contexts in Scotland. One approach for supporting teachers' practices with regard to inclusion is known as inclusive pedagogy. However, there is limited research into NQTs' experiences of implementing an inclusive pedagogy in their teaching. This cross-case study was conducted with seven NQTs in three schools located in high poverty environments. Qualitative data were collected through narrative observations, semi-structured interviews, and reflective diaries. The findings indicate that the NQTs in their efforts to implement an inclusive pedagogy, adopted practices that were consistent with the principles of an inclusive pedagogy and these practices related to teaching strategies, additional support and working with others. The study extends an existing corpus of knowledge on inclusive pedagogy.

Archie Graham is a senior lecturer in the School of Education at the University of Aberdeen and has over 20 years of experience working in initial teacher education (ITE). He leads the Teacher Preparation Research Group which aims to build a research community that maintains close associations with university ITE and schools. Archie is a member of the Scottish Universities Inclusion Group (SUIG) and his research interests focus on inclusive pedagogy; preparing new teachers to work in high poverty environments; and phenomenology.



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