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The inclusive practice project in Scotland: Teacher education for inclusive education

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Abstract

While differences in national contexts are associated with variations in how teachers are trained and school systems are organised, the conceptual and philosophical problems of equity and inclusion in schooling are shared concerns. This paper describes how the structure and content of an initial teacher education programme for primary and secondary teachers has been revised to ensure that social and educational inclusion is addressed within the core programme. A rationale is presented for the development of 'inclusive practice'TM, followed by a discussion of the reforms and an outline of the effects that are expected in the classroom practices of teachers in schools.



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Keywords

Initial teacher education; Inclusive education; Teachers' beliefs

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