

**SCOTLAND’S CURRICULUM FOR EXCELLENCE: ASPIRATION
TO ENABLE ALL CHILDREN TO DEVELOP THEIR CAPACITIES AS SUCCESSFUL
LEARNERS, CONFIDENT INDIVIDUALS, RESPONSIBLE CITIZENS AND EFFECTIVE
CONTRIBUTORS TO SOCIETY**

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In many countries schools focus on standardized testing. (reference 1) This approach often leads to teacher teaching to the test. The teachers feel time pressure working to a strictly standardized curriculum and so often skim over materials. (reference 2)

There are, however, a few countries such as Scotland where efforts are being made to move away from an absolute focus on test-driven education and redesign the educational system. (reference 3)



figure 1 Curriculum for Excellence

In 2004 the Scottish government published a document titled ‘A Curriculum for Excellence’ (reference 4), with the intention to provide all learners between the ages of 3 and 18 with the education needed to prepare them for the 21st Century. This document identified the following four key purposes of education, often referred to as the four capacities, which should enable each child and young person “to be a successful learner, a confident individual, a responsible citizen and an effective contributor”



figure 2 Curriculum for Excellence

The Scottish Government is committed to improving the lives of people who use and need communication equipment and support. Quote “We recognise that communication is a fundamental aspect of our daily lives, and has the potential to enhance the lives of children and adults across Scotland, enabling all who use this equipment to participate in their communities and be fully included in society.” (reference 5)

All Scotland's children and young people are entitled to support to enable them to gain as much as possible from the opportunities that Curriculum for Excellence provides.

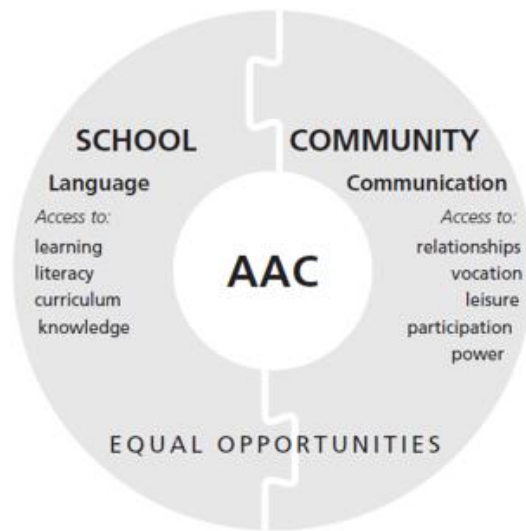
The changes brought about by Curriculum for Excellence should lead to improved quality of learning and teaching and increased attainment and achievement for all children and young people in Scotland, including those who need additional support in their learning.

Inclusion

Curriculum for Excellence is an inclusive curriculum, wherever learning is taking place.

The aim is to provide the Curriculum Material, Augmentative and Alternative Communication Systems, Assistive Technologies, that they require and the support to use them effectively.

Schools should assess the quality of the communication opportunities in the child's environment and Identify any existing barriers to successful implementation. Include policies for the provision of resources including seating, access devices, appropriate hardware, software, and symbol systems.



The importance of equal opportunity for integrating the AAC of school and community

Assistive Technologies

Quote “The use of Assistive Technology to support the needs of special education students has been a revelation and has begun a small revolution in student achievement, so that many students are now able to access, develop and display what they know in ways that have never been possible for them before. Assistive Technologies can increase participation, enhance inclusion, develop positive identity and self-confidence and raise achievement in the community of students with special educational needs. They can also enhance, extend and engage learning among all students.” (reference 6)

Getting it Right for Every Child (GIRFEC)

“We want all children and young people to get the support they need to reach their full learning potential. We have a system which focuses on overcoming barriers to learning and getting it right for every child, including the principles and practice of assessment. Appropriate and proportionate assessment is key to Getting it Right for Every Child. Assessment includes a teacher’s assessment of a child’s progress within the learning setting and an educational psychologist’s specialist assessment to establish whether a child has a specific learning difficulty”. (reference 7)

This presentation, based on information from A Whole School Approach in Scotland, Creating a Communication Friendly Environment and Supporting Inclusion Through the Use of Symbols (references 7 and 8), will demonstrate ways of implementing the Scottish Government Curriculum for Excellence Principles, including examples from collaborative projects with Eastern and Central European countries.

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ИНКЛЮЗИВНОЕ ВЫСШЕЕ ОБРАЗОВАНИЕ: КОНТЕКСТ И МОДЕЛЬ ШВЕЦИИ

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Abstract

Inclusion of students with special educational needs (SEN) has approximately a 50-year Swedish Higher Education history, taking place since 1960–70s. A systematic special education support service for students with SEN in Sweden has developed during the last two decades. During this period, educational support for students' services has become an integral part of the well-functioning network among several Swedish national actors: special education services of HEIs, UHR, SPSM and Stockholm University. Remaining autonomous in carrying out their functions, coordinators of the network universities cooperate with other Swedish universities and develop their high-quality professionalism.

Examining the theoretical foundation engendered conceptual approaches to understanding inclusion in HEIs from both individual and institutional perspectives. Responding to the expansion and belief in the fundamental value of inclusion for European HE, the Swedish Council for Higher Education (UHR) initiated the development of a new program for standardizing different aspects of the inclusion of students with SEN in HEIs, creating NAIS and started its cross-country university functional network implementation in 2017, linking it with 32 HEIs all over Sweden. Introduction to this study data, collected by the NAIS program, is of great interest for the further development of university and societal knowledge about the inclusion of young people with special educational needs in HEIs. The questions discussed and formulated in this presentation reveal that inclusion in Swedish HE got its strong platform for further development.

Key words: Higher Education, inclusion, students with special educational needs, National informational platform NAIS

Введение

Инклюзивный процесс в высшем образовании в странах Северной Европы поставлен на уровень глобального сотрудничества и запротokolирован в целом ряде международных документов, таких, как Цели устойчивого развития (UN, 2015), Конвенция по правам инвалидов (CRPD, 2006); Болонская декларация в сфере высшего образования (Wende, 2000),