

Developing the *Profile for Inclusive Teacher Professional Learning*

Implementing the Teacher Professional Learning for Inclusion Phase 2 methodology

T P L 4 I



EUROPEAN AGENCY
for Special Needs and Inclusive Education

DEVELOPING THE *PROFILE* *FOR INCLUSIVE TEACHER* *PROFESSIONAL LEARNING*

**Implementing the Teacher Professional
Learning for Inclusion Phase 2 methodology**



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INTRODUCTION

The European Agency for Special Needs and Inclusive Education (the Agency) carried out the [Teacher Professional Learning for Inclusion](#) (TPL4I) activity from 2018–2022. It focused on teacher professional learning (TPL) and comprised a two-phase process that highlighted policy for TPL for inclusion and competence development for inclusion.

Now that both Phase 1 and Phase 2 of TPL4I are complete, interest in the professional learning of teachers and other education professionals for inclusive education must not wane. Rather, all the activity outputs aim to promote TPL for inclusion in national, regional and local policy, as well as in teacher education, communities and schools.

Phase 1 of the activity addressed policies for TPL for inclusion and resulted in an analysis of TPL for inclusion policy in Europe. The [TPL4I Methodology Report](#) (European Agency, 2020a) describes the approach taken in Phase 1, while the [TPL4I Phase 1 Final Summary Report](#) (European Agency, 2020b) lists all outputs. The main outcomes of Phase 1 pointed to gaps in a vision for TPL and to challenges in relation to competences, continuity and professional collaboration for inclusive learning.

As a result, **Phase 2** focused on competence development for inclusion. Building upon the *Profile of Inclusive Teachers* (European Agency, 2012) developed for initial teacher education, Phase 2 was aimed at all education professionals throughout their careers. This resulted in a renewed framework of core values for inclusion, areas of competence, and the associated essential attitudes, knowledge and skills. The framework, known as the [Profile for Inclusive Teacher Professional Learning](#), is available in all Agency languages. The methodology applied, as well as additional findings of Phase 2 with regard to competence development for inclusion, are included in the full report, [Profile for Inclusive Teacher Professional Learning: Including all education professionals in teacher professional learning for inclusion](#) (European Agency, 2022).

To close the TPL4I activity, this final report looks back on the TPL4I Phase 2 activities and the methods applied in the process of developing the *Profile for Inclusive Teacher Professional Learning*.

The approach taken to review the 2012 *Profile of Inclusive Teachers* and develop a renewed framework was exploratory, evaluative and participatory. Exploration of the need for competence development for inclusion for all teachers throughout their careers and for other education professionals led to interim findings which were crucial for the next steps in the methodology. The entire process resulted in a reinforced and expanded competence framework, aimed to address all education professionals collaborating as teachers and/or with teachers in the challenging process towards inclusive education.

However, acknowledging the differences in inclusive education development, the *Profile for Inclusive Teacher Professional Learning* is an open-source document that each country/region or community can adapt and use as needed. The participatory approach that was taken for its development lends itself to be further applied in the framework's implementation and monitoring, and its alignment with the strengths and needs of a particular context.



Finally, to keep professional learning for inclusion for education professionals on the agenda of policy-makers and other stakeholders, this report lists all the [Phase 2 outputs](#). The [Annex](#) contains a list of operational definitions used across TPL4I.



TPL4I PHASE 2: ACTIVITIES AND METHODOLOGY

Phase 2 of TPL4I came as an additional and newly conceived activity phase in the process of addressing TPL for inclusion. As one of three key findings, Phase 1 revealed the need for a broader understanding of competence development for inclusion for all education professionals and for the tools to support this. At the same time, it brought to light the lack of a clear vision of equity in professional learning for inclusion and it highlighted the strength of collaborative professional learning in educational contexts.

Phase 2 addressed all three of these findings, focusing on the development or the renewal of a competence framework for inclusion based on core values for inclusion, and on its collaborative use for professional learning for inclusion.

Three activities were set up to guide Phase 2:

- A [conceptual working paper](#) to explore the development of competence frameworks for inclusive education
- A [survey](#) to explore the professional standards, goals, competences and learning outcomes related to inclusive education that exist for different education professionals working as or with teachers in inclusive learning environments
- A [cluster activity](#) expanding on the conceptual working paper and survey findings, in order to develop a profile for TPL, built upon the *Profile of Inclusive Teachers*.

A final [analysis and synthesis](#) by the Agency team resulted in the new *Profile's* framework and recommendations for developing competence frameworks for inclusion, as described in the report's key features of competence development for inclusion.

Conceptual working paper

Following the findings of Phase 1 of TPL4I, the [synthesis report](#) (European Agency, 2020c) concluded with a preliminary exploration of the use of the *Profile of Inclusive Teachers* for all teachers throughout their careers. It was suggested that the *Profile* could fill a gap in competence development for inclusion along a broader professional continuum. However, a deeper insight was needed. More specifically, a critical view of current approaches was necessary to elicit the key questions to consider regarding competence development for inclusion throughout a teacher's career and the professional learning of other education professionals.

This is why Phase 2 of TPL4I started with a [conceptual working paper](#) (European Agency, 2021). An external expert in TPL, Lani Florian, was invited to explore the topic in depth to raise the key questions to guide Phase 2. An outline of the rationale for competence development for inclusion and its current state led to the following questions for the next activity steps:

- What are the essential features of a framework for professional learning designed to support educational inclusion?



- How do these features match what teachers are already doing, e.g. the standards or competences that teachers are expected to meet under existing policy frameworks? What are the points of convergence with existing policies?
- To what extent can such a framework draw from the *Profile of Inclusive Teachers* that was developed as part of the Agency's [Teacher Education for Inclusion project](#) (European Agency, 2012)?

Survey

To start with, an online survey was set up. Its aim was twofold:

- to gather initial data in relation to the abovementioned Phase 2 questions, broadening the scope explicitly by listing education professionals involved in educational inclusion – teachers taking on different roles and other professionals working alongside teachers;
- to raise interest among Agency member countries to join a cluster activity on the topic and to participate in developing a renewed *Profile* for inclusive teachers/education professionals.

The survey had 48 questions and contained two main sections. It consisted of yes/no questions and open questions requiring more detailed explanations, clarifications or suggestions.

Section 1 asked about the professionals involved in inclusive education, the kind of professional learning goals and benchmarks that exist with regard to inclusive education for different professionals, and what professional goals and identity they share.

Section 1 contained a total of 33 questions. Yes/no questions were repeated for:

- each professional who may be involved: pre-service teachers, qualified teachers (beginning and experienced teachers), school leaders, teacher educators, mentoring teachers, qualified teachers who work as support teachers, teaching assistants and specialists who collaborate with school staff for learner or teacher support;
- each set of goals to be considered: national/regional professional standards, competence frameworks and/or learning outcomes, and other sets of professional goals or benchmarks;
- professionals with a job title other than 'teacher'; an additional question asked about the requirement for a teaching qualification to work in an inclusive education setting;
- mentoring teachers and teaching assistants; the applicability or existence of each role was asked about first.

Section 1 concluded with three yes/no questions on professional identity for inclusion and one question for additional comments. All yes/no questions in section 1 were followed by an open (sub-)question for further clarification.



Section 2 asked about the relevance of the core values and competence areas for inclusion, as identified in the *Profile of Inclusive Teachers* (European Agency, 2012), and the missing areas of competence or competences for inclusion, for all TPL opportunities for inclusion and for each of the professionals involved. An additional question asked about the current use of the *Profile of Inclusive Teachers* for professional learning opportunities.

In section 2, eight questions addressed each of the professionals named above. Each of these questions was divided into:

- twelve yes/no sub-questions, addressing each core value and area of competence separately;
- two sub-questions inviting participants to suggest missing or new core values or areas of competence needed to prepare professionals for inclusive education.

Three final questions inquired about the use of the *Profile of Inclusive Teachers* in practice, research or policy.

Two identification questions and one question on participation in the cluster activity completed the survey.

The survey introduction guided respondents through the survey's sections and included a glossary. Definitions of standards, competences, learning outcomes and professional identity formation were based on the [TPL4I Phase 1 Literature Review](#) (European Agency, 2019). The professional groups listed were described in the survey questions.

The survey was sent to Agency member country representatives. It was available through Jisc online surveys from late April to early July 2021.

Seventeen countries participated in the survey. All the respondents were policy-makers. Tables 1–5 give an overview of the main survey responses.



Table 1. Number of respondents/countries (n = 17) indicating the use of professional benchmarks and their general use with regard to inclusive education for different education professionals

Professionals	National / regional professional standards	Competence frameworks and/or learning outcomes	Other sets of professional goals	General use of professional benchmarks referring to inclusion
Pre-service teachers	12	11	10	65%
Beginning/ experienced teachers	13	13	12	74.5%
Support teachers	10	8	11	57%
Mentoring teachers	8	7	5	39%
School leaders	11	11	6	55%
Teacher educators	8	5	5	35%
Teaching assistants	6	4	5	29%
Specialists	10	8	7	49%

Table 2. Number of respondents/countries (n = 17) indicating the requirement for a teaching qualification for other education professionals in inclusive education

Professionals	Teacher qualification required if not acquired before
School leaders	16
Teacher educators	9
Teaching assistants	4
Specialists	7

Table 3. Number of respondents/countries (n = 17) indicating the existence and the desirability of a set of shared professional learning goals for inclusive education

Questions	Yes	No
Does policy provide a set of shared professional learning goals covering the work of all professionals involved in inclusive education?	10	7
Do you agree that all professionals involved in inclusive education share a professional identity as inclusive educators?	14	3
Do you agree that all professionals involved in inclusive education can benefit from shared professional learning goals to enhance equity and inclusion in education?	16	1



Table 4. Number of respondents/countries (n = 17) indicating YES on the question of relevance of the core values and areas of competence, as identified in the *Profile of Inclusive Teachers*, for different education professionals and percentage of agreement per core value and area of competence for all education professionals

Core values (1–4) and areas of competence (1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2)	Pre-service teachers	Beginning / experienced teachers	Support teachers	Mentoring teachers	School leaders	Teacher educators	Teaching assistants ¹	Specialists	General agreement across all professionals
1. Valuing learner diversity	16	17	17	17	17	17	16	17	98.5%
1.1 Conceptions of inclusive education	16	16	17	16	14	16	15	17	93%
1.2 The teacher's view of learner difference	17	17	17	17	15	17	15	17	97%
2. Supporting all learners	17	17	17	17	16	17	16	17	98.5%
2.1 Promoting the academic, practical, social and emotional learning of all learners	17	17	16	17	15	17	15	17	96%
2.2 Effective teaching approaches in heterogeneous classes	17	17	17	17	14	17	14	16	95%
3. Working with others	17	17	17	17	17	17	16	17	99%
3.1 Working with parents and families	16	17	17	17	17	16	15	17	97%
3.2 Working with a range of other education professionals	16	17	17	17	17	16	14	17	96%

¹ For teaching assistants, it was mentioned that 'no' also reflects 'does not apply'.



Core values (1–4) and areas of competence (1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2)	Pre-service teachers	Beginning / experienced teachers	Support teachers	Mentoring teachers	School leaders	Teacher educators	Teaching assistants ¹	Specialists	General agreement across all professionals
4. Continuing personal professional development	16	17	17	17	17	17	13	16	95.5%
4.1 Educators as reflective practitioners	17	17	17	17	15	17	14	16	95.5%
4.2 Initial teacher education as a foundation for on-going professional learning and development	17	17	16	16	15	16	11	13	89%



Table 5. Number of respondents/countries (n = 17) indicating examples of use of the *Profile of Inclusive Teachers* in their country

Questions	Yes	No
Are you aware of examples of practice in your country where the <i>Profile of Inclusive Teachers</i> has been used as a reference or tool for competence development for inclusion?	6	11
Are you aware of examples of research in your country in which the <i>Profile of Inclusive Teachers</i> has been used as a reference for competence development for inclusion?	3	14
Are you aware of examples of policy in your country in which the <i>Profile of Inclusive Teachers</i> has been used as a reference for competence development for inclusion?	0	17

Suggested new core values and areas of competence

Core values

- **For all education professionals** (i.e. pre-service teachers, beginning/experienced teachers, support teachers, mentoring teachers, school leaders, teacher educators, teaching assistants and specialists): ‘Understanding mental health and multiculturalism’
- **For school leaders:** ‘Leading the work and school environment towards more multi-professional school and teamwork’.

Areas of competence

- **For all education professionals:** ‘Hands-on approaches and various experiences with vulnerable learners’
- **For pre-service teachers:** ‘Digital literacy’
- **For beginning/experienced teachers:** ‘Learners’ rights to high-quality education’, ‘Digital competences’ and ‘Competencies for working in emergency situations’
- **For school leaders:** ‘Promote experimentation, pedagogical innovations, educational programmes, work plans and different forms of organisation’, ‘Elaborate management projects aimed at achieving school success for all learners, with a focus on equity, gender equality, non-discrimination and prevention of gender violence’ and ‘Competencies of organisation of work in emergency situations’.

Additional clarifications, examples and comments on sections 1 and 2 provided rich information to be used for the cluster activity that followed. Nine member countries expressed an interest in participating in the cluster activity on competence development for inclusion building upon the Agency’s *Profile of Inclusive Teachers* (2012).



Cluster activity

Finally, a participatory approach was taken to:

- better understand the TPL4I Phase 1 analysis and the more recent survey findings refining the established need for competence development for equity and inclusion, in order to identify the essential features of a competence framework for inclusion for all education professionals and to set the criteria for reviewing and/or designing such a competence framework;
- collect and exchange examples of competence development for equity and inclusion, in order to identify commonalities and gaps;
- review the *Profile of Inclusive Teachers* in order to develop a new tool for competence development for equity and inclusion aimed at supporting the professional learning of all education professionals.

Based on the interest expressed by survey participants, nine countries were invited to an online cluster activity. Eight countries participated in the kick-off meeting and the first focus group meeting before summer 2021. Six member countries were able to pursue the activity and to participate in the remaining three cluster meetings that took place in the autumn and concluded in November 2021.

Each country had two representatives: one policy-maker and one TPL expert. In the course of the cluster activity, a total of 12 participants attended the meetings and contributed to the final outcome. Two Agency team members prepared and led the cluster meetings.

The online cluster meetings focused on the relevance and the potential use of a shared *Profile* for all education professionals, systematically questioning these aspects at different system levels, as defined in the Agency's ecosystem of inclusive education systems (European Agency, 2017). The Agency's ecosystem explains how different structures, processes and outcomes of inclusive policies and practice, at different system levels, interact with each other and impact on learners. TPL is regarded as a meaningful system in the ecosystem of inclusive education. Represented as a 'slice' of inclusive education systems development, challenges and opportunities for TPL for inclusion can be situated across the ecosystem model and understood as individual, school-level, community-level and policy-level factors.

Each meeting addressed the questions at a different system level. The work took a systematic approach, exploring each level of the ecosystem at which professional learning for inclusion may be relevant. The aim was to highlight and better understand the collaborative character of TPL for inclusion, which Phase 1 of the activity had revealed.

- First, in an online focus group meeting, the group discussed how, in an inclusive education system, a competence framework for inclusion can support **personal professional learning for inclusion** for different education professionals. Sharing the survey responses, the group discussed the relevance of the core values and areas of competence for all education professionals, new suggested core values and/or areas of competence, and the use and format of the *Profile of Inclusive Teachers* for personal competence development for inclusion.



- This was followed by an online workshop to explore how, in an inclusive education system, a competence framework for inclusion can support **school-level professional learning for inclusion** and build capacity for inclusive education. Based on the exchange of examples of competence development for inclusion in the participating countries, the group explored the essential features of a school-level instrument for TPL for inclusion, its use and potential alignment with on-going TPL activities.
- Likewise, an online workshop explored how, in an inclusive education system, a competence framework for inclusion can support **professional learning for inclusion in the wider community** and expand capacity for inclusion. The cluster group explored who is involved at the community level and what the essential features of competence development for inclusion are at this level, based on the exchange of examples of competence development for equity and inclusion.
- In a final focus group meeting, the group discussed how, in an inclusive education system, policy can support **competence development for inclusion** and how a *Profile* can be used for a wider group of professionals **at the national/regional level**. Looking at the survey responses for section 1, the cluster group discussed the use of regional or national policy frameworks to build and monitor capacity for inclusion through competence development, and the dissemination, alignment and potential incorporation of the *Profile* in existing competence frameworks.

In small group discussions, the focus group meetings aimed to deepen the discussion regarding the relevance of the *Profile's* core values and competence areas for all education professionals. The workshops aimed to gather inspiring examples of TPL for inclusion, for which participants prepared vignettes and presentations of school- or community-level TPL for inclusion.

Between meetings, analysis of the survey and focus group outcomes took place to prepare the input for the next cluster meeting. In addition, drafts of the renewed *Profile* were prepared, based on the aggregated data of literature, survey responses and the growing input and feedback from the cluster activity. Participants used an online platform to share examples and to provide feedback on first drafts of the renewed *Profile*, its framework of core values and associated areas of competence, and the attitudes, knowledge and skills suggested for each of these areas.

Analysis and synthesis

Analysis of the survey and cluster activity input primarily focused on the core values and areas of competence for inclusive education that were considered relevant for all education professionals. Next, essential features other than the core values were searched for, to guide the design of a competence framework for inclusion intended to be relevant for all education professionals in their personal and collaborative professional learning.



For the analysis, the abovementioned questions were summarised as follows:

- At the personal level:
 - Are the core values and competence areas clear and relevant across the professional continuum?
 - Are shared goals or a shared professional identity acknowledged?
 - Are TPL for inclusion opportunities available, flexible and adaptable for personal competence development for different professionals?
- At the school level:
 - Is the *Profile* fit for collaborative use among beginning and experienced teachers and other staff, including mentoring teachers, support teachers and school leaders?
 - In what way can the *Profile* contribute to TPL at the school level?
- At the community level:
 - Is the *Profile* fit for collaborative use between school-based teachers and other professionals, such as teacher educators in universities and colleges, specialists or local authorities supporting school staff in inclusive practice?
 - In what way can the *Profile* contribute to a common language across stakeholders, strategic plans and opportunities for TPL for inclusion?
- At the national/regional level:
 - In what way can a profile for equity and inclusion promote equal opportunities and inclusive education principles, to meet all learners' needs instead of those of particular groups of learners?
 - In what way can policy bridge the gaps in the professional learning continuum?

Additional analysis was done throughout the stages of a teacher's professional career and within the diversity of education professionals involved.

The outcome and synthesis of the process was threefold:

- Identification of seven essential features of competence development for equity and inclusion for all education professionals collaborating in inclusive education
- A renewed framework of core values and areas of competence, presented in [Table 6](#), and the associated attitudes, knowledge and skills suggested, together called 'the *Profile*'
- Guidance for the (collaborative) use of the *Profile* at the different levels of the education system, with a refinement of the suggested use for three groups of professionals:
 - Pre-service and beginning teachers
 - Experienced teachers, including mentoring teachers, support teachers and school leaders and other education professionals who added a teaching qualification to initial qualifications
 - Education professionals who do not have a teaching qualification.



Table 6. Alignment of the *Profile of Inclusive Teachers (2012)* and the *Profile for Inclusive Teacher Professional Learning (2022)* core values and associated areas of competence

Core values, <i>Profile of Inclusive Teachers (2012)</i>	Core values, <i>Profile for Inclusive Teacher Professional Learning (2022)</i>	Areas of competence, <i>Profile of Inclusive Teachers (2012)</i>	Areas of competence, <i>Profile for Inclusive Teacher Professional Learning (2022)</i>
1. Valuing learner diversity – learner difference is considered as a resource and an asset to education	1. Valuing learner diversity – learner difference is considered a resource and an asset to education	1.1 Conceptions of inclusive education 1.2 The teacher’s view of learner difference	1.1 Conceptions of inclusion, equity and quality education 1.2 Education professionals’ views of learner difference
2. Supporting all learners – teachers have high expectations for all learners’ achievements	2. Supporting all learners – teachers and other education professionals are deeply committed to all learners’ achievements, well-being and belonging	2.1 Promoting the academic, practical, social and emotional learning of all learners 2.2 Effective teaching approaches in heterogeneous classes	2.1 Promoting all learners’ academic, practical, social and emotional learning 2.2 Supporting all learners’ well-being 2.3 Effective teaching approaches and flexible organisation of support
3. Working with others – collaboration and teamwork are essential approaches for all teachers	3. Working with others – advocacy, collaboration and teamwork are essential approaches for all teachers and other education professionals	3.1 Working with parents and families 3.2 Working with a range of other educational professionals	3.1 Giving learners a true voice 3.2 Working with parents and families 3.3 Working with a range of education professionals

Above all, evidence was found for the relevance of a shared *Profile* for all education professionals and its collaborative use, promoting the development of team agency for inclusion. To stress both the broad scope of the competence framework – addressing all teachers throughout their careers and other education professionals who work with teachers – and the difference between the new *Profile* and the 2012 *Profile of Inclusive Teachers* which was meant for initial teacher education, a new title was chosen: the *Profile for Inclusive Teacher Professional Learning*.

However, the close alignment between both frameworks stands out, as the *Profile for Inclusive Teacher Professional Learning* builds upon the *Profile of Inclusive Teachers* to respond more broadly and permanently to the need for TPL for inclusion.



TPL4I PHASE 2 ACTIVITY OUTPUTS

Phase 2 added three more outputs to the [TPL4I](#) activity:

- [Aligning Competence Frameworks for Teacher Professional Learning for Inclusion: Conceptual Working Paper](#) (European Agency, 2021)
- [Profile for Inclusive Teacher Professional Learning: Including all education professionals in teacher professional learning for inclusion](#) (European Agency, 2022):
 - The [full report](#) is available in English as a PDF. It presents the 2022 *Profile*, a chapter on the essential features of competence development for inclusion and the proposed framework for such competence development. A separate chapter explains the *Profile's* development. Finally, an annex to the report offers guidance for the *Profile's* use and provides country examples of competence-based professional development for inclusion.
 - The *Profile* – i.e. the framework for competence development for inclusive education – is also available as an open-source Word file in all 25 Agency languages, to be accessed, used, modified and disseminated freely with appropriate credit to the Agency. It may be used separately from or in alignment with existing competence frameworks for teachers and other education professionals.
- [Infographic: Teacher Professional Learning for Inclusion](#).

All outputs are available on the TPL4I activity web area:

www.european-agency.org/activities/TPL4I.



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ANNEX: OPERATIONAL DEFINITIONS

The following definitions guided the development of the [Profile for Inclusive Teacher Professional Learning](#) (European Agency, 2022).

Ableism refers to stereotyping, prejudice, discrimination and social oppression towards people with disabilities (Bogart and Dunn, 2019).

All learners refers to learners who attend mainstream or special schools, as well as those who are out of school. This includes at-risk learners, such as learners of migrant origins, learners from disadvantaged socio-economic backgrounds, learners with disabilities, non-native language speakers, refugees, etc. (Council of the European Union, 2018).

All teachers includes early education teachers, primary teachers, secondary teachers, vocational teachers, adult education teachers, teacher educators and teachers who collaborate with classroom or subject teachers.

Areas of competence refers to ‘a range of [...] competences that are considered to make a difference to the quality and effectiveness of teaching’ (OECD, 2005, p. 101). The potential competences identified for inclusion focus upon transversal skills, attitudes and knowledge. Areas of competence are the starting point for reflection and discussions among professionals and can be revisited throughout a professional’s career at ‘increasingly deeper levels of learning and understanding’ (European Agency, 2012, p. 23).

Competence development for inclusion is underpinned by the core values of equity and inclusion. It reflects the ethical notion of true engagement and responsibility for others, while keeping in mind the holistic view of competences and the many expressions of inclusive practice found in diverse contexts (Allan, 2011; Caena, 2014; European Agency, 2019).

Competence frameworks offer ‘clear objectives of student learning and a shared understanding of accomplished learning’ and reflect a ‘holistic, dynamic, process-oriented view of competences underpinned by research, policy highlights and peer learning’ (Caena, 2014, p. 314). They ensure quality in preparation, career-long professional development, selection, and effective dialogue among stakeholders (European Commission, 2013; European Agency, 2019).

Competences are understood as complex combinations of knowledge, skills, understanding, values and attitudes, leading to well-considered actions in a specific situation. Competences signify the ‘abilities’, ‘aptitudes’, ‘capabilities’, ‘effectiveness’ and ‘skills’ to meet the context’s demands, acquired by social groups, institutions or individuals (Allan, 2011; European Agency, 2019).

Diversity refers to ‘cultural, linguistic, ethnic, developmental and other aspects of human difference that represent’ elements of identity characterising ‘both individuals and groups’ and accounting for ‘differences between people’ (Florian and Pantić, 2017, p. 1).



Education professionals connects school-based and non-school-based pedagogical staff. 'Education professionals' is regarded as a comprehensive term that considers pre-service, beginning and experienced teachers, support teachers and specialists, school leaders, teaching assistants and teacher educators as equal members of an inclusive professional learning community.

Equity is understood in terms of inclusiveness and fairness. Equity requires education systems to 'ensure that all young people are able to develop their talents and achieve their full potential regardless of their background' (European Commission/EACEA/Eurydice, 2020, p. 13).

Grammar of schooling refers to the regular, almost invisible, structures and rules that organise schooling and instruction. These structures and rules are considered responsible for replicating traditional models of schooling and inequity in education.

Induction refers to beginning teachers' professional learning opportunities.

Learning outcomes are indicators of the development of knowledge, skills, attitudes and beliefs that operationalise stages of competence development. Aligned with competences, they guide reflective practice and knowledge construction throughout the professional learning process (European Agency, 2019).

National/regional professional standards give an account of what is broadly understood as the profession. 'Professional standards aim to safeguard high quality and the authority of the [...] profession by identifying and exemplifying a benchmark of [...] competences' underpinned by the profession's values (European Agency, 2019, p. 57). As such, these standards state a policy commitment to the profession's ethical foundation and aim to strengthen their understanding and adoption throughout a career.

Professional identity formation is characterised by 'a common language, a common repertoire, informed problem-solving [...] and positive group autonomy' among practitioners, fostered by coherent cycles of work-based learning (European Agency, 2019, p. 31; Andresen, 2015).

Racism is defined by the European Commission against Racism and Intolerance (ECRI) as 'the belief that a ground such as race, colour, language, religion, nationality or national or ethnic origin justifies contempt for a person or a group of persons, or the notion of superiority of a person or a group of persons' (2018, p. 5). ECRI adds that 'the term "racism" should be understood in a broad sense, including phenomena such as xenophobia, antisemitism and intolerance' (ibid., p. 12). 'ECRI rejects theories based on the existence of different "races"', but explains that it uses the term 'to ensure that those persons who are generally and erroneously perceived as belonging to "another race" are not excluded from the protection provided for' by legislation that aims to combat racism and **racist discrimination** (ibid., p. 5).

Specialists/specialist staff refers to specially-trained personnel involved in the assessment, education or care of learners with additional support needs. These may include learner support or special education co-ordinators, special educators or special education teachers, teaching or school assistants, educational psychologists, occupational therapists, speech and language therapists, social workers, etc.



TPL continuum refers to the whole range of TPL opportunities throughout a teacher's career, including initial teacher education (ITE), induction, continuing professional development (CPD), and professional learning opportunities for teacher educators. The continuum of TPL for inclusion also includes all specialist staff and support staff involved in inclusive classrooms/schools.

TPL for inclusion refers to reflective practice and personal competence development of all teachers, specialists and support staff, in the areas of valuing learners' differences, learner support and working with others. This definition is in line with the *Agency's Profile of Inclusive Teachers* (European Agency, 2012).

TPL for inclusion policy refers to the development and implementation of legislation, regulations and other policy aspirations and actions to enhance and support TPL for inclusion, in order to prepare all teachers to include all learners.

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