

GLOSSARY

Diversity – refers to aspects of human differences such as cultural, linguistic, ethnic or developmental differences that represent some of the aspects of human’s identity which are characteristic of individuals and groups and account for differences between individuals (Florian & Pantić, 2017).

Inclusive Education – it is an ongoing process aimed at developing quality education for all learners, with respect for their diversity, their different needs and abilities, characteristics and learning expectations (UNESCO, 2008)

Collaborative learning – this is a type of learning that is characterized by collaboration, creativity and the use of new technology. It develops a community-centred approach and emphasizes participation, joint meaning-making, discourse and dialogue (<https://www.european-agency.org/resources/glossary?dictionary%5BC%5D=C>)

Intersectional approach – it’s an approach to teaching and learning in which inequality and exclusion that result from intersecting social identities are understood, explained and challenged (Case, 2017, University of Denver, <https://operations.du.edu/inclusive-teaching/intersectional-pedagogy>)

Valuing Learner Diversity – this is one of the core values of the Profile of Inclusive Teacher and it refers to considering learners’ differences as an asset to education. It relates to the conceptions of inclusive education and the teachers’ view of learners’ differences (European Agency for Development in Special Needs Education, 2012)

Supporting all Learners – Supporting all Learners is one of the core values of the Profile of Inclusive Teacher and it relates to teachers’ having high expectations for all learners. This value refers to promoting all students’ learning in academic, practical, social and emotional aspects and the use of effective teaching approaches with diverse groups of students (European Agency for Development in Special Needs Education, 2012)

Working with others – this is one of the core values of the Profile of Inclusive Teacher and it sustains collaboration and teamwork, working with parents and families and with other professionals (European Agency for Development in Special Needs Education, 2012)

Personal Professional Development – Personal Professional Development is one of the core values of the Profile of Inclusive Teacher and it refers to teachers taking responsibility for their lifelong learning. The areas of competence in this value relate to teachers being reflective practitioners and relies on teacher initial education as a basis for ongoing professional development (European Agency for Development in Special Needs Education, 2012)