

ABSTRACT

"This Too Shall Pass": The Perceptions of Teachers at a Government Secondary School Towards Teaching a Visually-Impaired Student at the CSEC Level in the Context of Inclusive Education in Trinidad and Tobago

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This qualitative study explored the perceptions of teachers of a fifth form visually impaired student at a rural secondary school in South Trinidad. Data were collected through interviews held with the teachers and aide of the blind student, as well as through documentary analysis, and observations. Findings revealed that 1) teachers have their own biases towards visually impaired students; 2) a lack of provision of efficient support systems for the visually impaired severely limits teachers' pedagogical practices; 3) in such inclusive settings, the learner values student-centred pedagogy.

Keywords: Secondary school teachers; Perceptions; Visually impaired students; Teacher attitudes; Special needs students; Trinidad and Tobago