

ABSTRACT

Addressing Three ECCE Teachers' Concerns Regarding Inclusive Practice in Two Early Childhood Centres in the Victoria Education District

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This qualitative case study investigated the concerns of three early childhood care and education (ECCE) teachers regarding inclusive practices in their mainstream classrooms within the Victoria Education District in Trinidad. Data were collected through interviews, observations, and field notes. The findings indicated that: 1) there was a need for stronger teacher collaboration and 2) the teachers had a propensity to underestimate their professional training as a prerequisite for successful inclusion.

Keywords: Case studies; Early childhood care and education, Concerns; Inclusive education; Regular class placement; Teacher attitudes; Trinidad and Tobago