

ABSTRACT

Teachers' Understanding of Inclusive Education and the Influence This Understanding Has on Their Pedagogical Practice at a Primary School in Port of Spain, Trinidad

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This study sought to investigate teachers' understanding of inclusive education and how their understanding influenced their pedagogical practices. Data were collected through interviews held with a purposive sample of four teachers at a primary school in Port of Spain, Trinidad. Other data were collected through observations and the administration of a questionnaire. The findings revealed that teachers had diverse understandings of inclusive education, and they used the term interchangeably with integration, mainstreaming, and other related concepts. This resulted in ambiguity. Further, the participants' understanding generally reflected a partial view of inclusive education, and most teachers did not have a comprehensive appreciation of the term. It was also observed that teachers generally used inclusive practices in their classrooms but it appeared that they were employed in an ad hoc manner.

Keywords: Teacher attitudes; Primary school teachers; Inclusive education; Teaching methods; Case studies; Trinidad and Tobago