

**PROMOTING INCLUSIVE EDUCATION IN BARBADOS:
Applications of the Pre-Service Emerging Reflective Teacher
Training (PERTT) Model**

Donna-Maria B. Maynard and Mia Amour Jules

One of the barriers to the development and adoption of inclusive education philosophies and practices “is the lacklustre will of [in-service] teachers to participate in the paradigm shift toward inclusive education.” In Barbados there are no pre-service teacher training programmes in inclusive education. Pre-service education is critical to the development of the reflective teacher; one who has developed the core psychological constituents needed to demonstrate effective inclusive education practices. We argue that, prospective teachers through pre-service training, can learn to effectively integrate and utilize inclusive education practices that respond to individual differences and change attitudes towards diversity, which will contribute to a just and non-discriminatory society. The principles underpinning the pre-service emerging reflective teacher training (PERTT) model were applied and quantitatively and qualitatively explored in a sample of Barbadian teachers, and the findings highlight the importance of the psychosocial mechanisms through which an ‘inclusive philosophy’ in a pre-service teacher training framework can emerge.

Introduction

Research Problem

Inclusive education is, “an ongoing process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of . . . students” (UNESCO, 2008, p. 3). In Barbados there has been some recognition of the importance of inclusive education and as such, over the past two decades the Government of Barbados has provided in-service teacher training in the areas of special needs education and inclusive education while working towards policy to implement all aspects of inclusion across the education landscape (*Development of Education National Report of Barbados*, 2008). However, research conducted in Barbados has found that one of the barriers to the development and adoption of an inclusive philosophy and inclusive practices among in-service teachers, “is the lacklustre will of teachers to participate in the paradigm shift toward

inclusive education” (*Development of Education National Report of Barbados*, 2008, p.12).

Moreover, in another study, it was found that some untrained teachers in Barbados lacked adequate pedagogical knowledge prior to receiving in-service teacher training and that many untrained teachers were more likely to be resistant to new knowledge, “as they already think that they know what they need, in order to teach effectively” (Jones, 1997, p.176).

These findings demonstrate the need for pre-service training if teachers are to adequately and wholeheartedly adopt inclusive education teaching practices in the classroom. This is because pre-service training establishes the foundation for continuous development of teachers as reflective lifelong learners (Jules & Maynard, 2015); professionals who are constantly challenging themselves to diversify their craft to suit the unique and varied needs of their students. For the purpose of this paper pre-service training is defined as teacher training provided for prospective teachers who are yet to enter the teaching profession (Fajet, Bello, Leftwich, Mesler & Shaver, 2005).

The Need for Pre-Service Teacher Training in Barbados

In 1993 the need for pre-service teacher training was recognised by the Cabinet of Barbados, as Erdiston Teachers’ College was required to deliver pre-service teacher training (Lucas, 1996). Despite this governmental mandate, pre-service teacher training continues to be a critical gap in the teacher education system in Barbados. More recently, as stated by the acting Chief Education Officer of Barbados, Karen Best, “there are significant numbers of teachers in secondary schools without professional qualifications [and] . . . too many teachers . . . are untrained and unable to access training and worst yet, indifferent to training” (Thompson, 2012, p.1). Supporting these sentiments, the Minister of Education in 2013 stated that Barbadian teachers need to constantly reflect on their teaching methodologies and explained that there is a need for more “self-reflective practitioners” in the country (Gill, 2013, p.1). Hence, irrespective of the move towards adopting inclusive practices within Barbadian classrooms, the current teacher training system employed in Barbados must be interrogated if the true benefits of inclusion are to be realized.

In today’s schools it is inevitable that teachers are going to have to work with students who have exceptional needs. The concept of inclusion “...has moved far beyond the narrow perception of inclusion as a means of understanding and overcoming a deficit . . . it is defined much more broadly and encompasses issues of universal involvement, access,

participation and achievement (Ouane, 2008, p.19).” Hence, it is critical that teachers enter the classroom with a full understanding of inclusive education so that they can effectively teach and reach every individual student. Therefore, it is argued that inclusive education in Barbados should begin prior to teachers being placed before the classroom. Application of the pre-service emerging reflective teacher training (PERTT) model (Jules & Maynard, 2015) is engaged to highlight the psychosocial theoretical mechanisms through which an ‘inclusive education philosophy’ in a pre-service teacher training framework can emerge. Through the adoption of the PERTT model prospective teachers can learn how to effectively integrate and utilize inclusive education practices in order to respond to individual differences and change attitudes towards diversity, all of which will contribute to a just and non-discriminatory society.

The Pre-Service Emerging Reflective Teacher Training Model

The pre-service emerging reflective teacher training (PERTT) model provides a theoretical account of the psychosocial pathways which contribute to the development of core psychological constituents of the emerging reflective teacher. Those constituents include self-awareness, self-efficacy, and self-regulation (Jules & Maynard, 2015). Hence, the PERTT model when applied to inclusive education proposes that teacher-trainees should first be allowed to acquire and assimilate pedagogical theory, instead of engaging in trial and error learning.

The PERTT model is comprised of two systems and three subsystems which contribute to the pre-service teacher education training environment (Figure 1). The initial psychosocial system is characterized by the intrapersonal and interpersonal interactions between the teacher educator, trainee and peers. Hence, the psychosocial system encompasses three subsystems: trainee-to-teacher educator; trainee-to-peer and trainee-to-self. As the emerging reflective teacher develops, these subsystems provide five interpersonal process outcomes which are: reflective practices, scaffolding, guidance and support, modelled behaviours and reinforcement from teacher educators and peers. The structural system encapsulates the psychosocial system and provides resources, both human and physical to the pre-service training programme. We are therefore proposing that an inclusive philosophy can be incorporated into a pre-service training programme within the Barbadian context along the same pathways outlined by the PERTT model.

It is theorised that the infusion of inclusive curricula within a pre-service training framework would increase the likelihood that the trainee

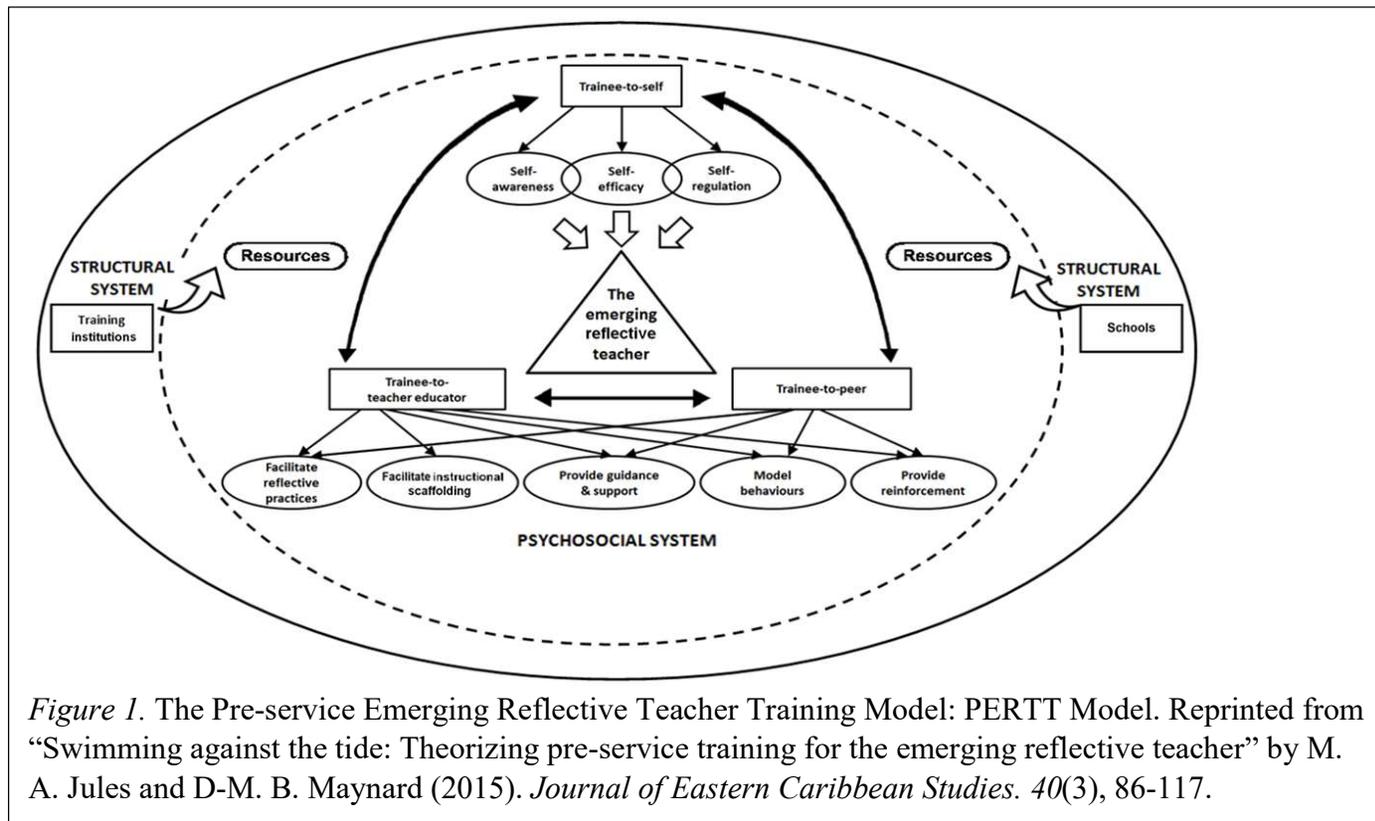


Figure 1. The Pre-service Emerging Reflective Teacher Training Model: PERTT Model. Reprinted from “Swimming against the tide: Theorizing pre-service training for the emerging reflective teacher” by M. A. Jules and D-M. B. Maynard (2015). *Journal of Eastern Caribbean Studies*. 40(3), 86-117.

teacher, prior to entering the classroom, would have an understanding and appreciation for all student exceptionalities and is likely to engage in a reflective process from the outset. The development of the core psychological constituents of self-awareness, self-efficacy and self-regulation within the context of inclusive education would ensure that the emerging reflective teacher over time is able to hone teaching skills underpinned by an inclusive philosophy which will ultimately help to shape and guide inclusive practices in schools.

Study Objectives

Given that the theoretical pathways of the PERTT model will be investigated the objectives of the study are as follows:

1. To determine the perceived importance of reflective practices, scaffolding, guidance and support, modelled behaviours and reinforcement from teacher educators and peers.
2. To determine the perceived importance of providing physical infrastructure to an inclusive education pre-service training environment.
3. To explore emergent themes to understand teachers' perceptions about the perceived importance of the interpersonal outcomes of the PERTT model to the development of the characteristics of the reflective inclusive educator.

Methodology

Research Design

A mixed methods research design, more specifically, a partially mixed concurrent dominant status design (Leech & Onwuegbuzie, 2009) was employed to explore the mechanisms underlying the PERTT model; mechanisms hypothesized as being important to the development of the emerging reflective inclusive educator. Quantitative data analysis was given least weight as descriptive statistics (frequencies and means) were used to probe the first two objectives of the study. While qualitative analyses (the dominant mode of analysis of the study) were used to probe all three of the study objectives. It was in this way that a richer understanding of the descriptive findings was obtained. Given the heavy demand on teachers' time the concurrent collection of quantitative and qualitative data was deemed appropriate in this study.

Participants

A purposive sample of ten trained teachers (see table 1) were surveyed in order to discover their perceptions of the relative importance of underlying psychosocial pathways and tenets of the PERTT model within the context of reflective teaching and inclusive education practices in schools. Ten teachers were sampled, of which six were male and four were female and they ranged in age from 25–65 years (mean age = 42.8). All of the participants had received teacher training to the level of Diploma in Education, from the teacher training college in Barbados and had graduated between 1975 and 2016. They had been teaching in the public-school system between 3 - 46 years (mean number of years of teaching experience = 20.3). These teachers were conceptualized as experts of the education system who are in the best position to offer explanations about the applicability of the PERTT framework to a pre-service inclusive education teacher training programme.

Table 1. Sample Characteristics

Teacher no.	Age	Gender	Years teaching	Year of graduation
Teacher 1	50	Male	30	1990
Teacher 2	57	Male	33	1988
Teacher 3	39	Female	15	2006
Teacher 4	40	Female	18	2008
Teacher 5	65	Male	46	1975
Teacher 6	42	Female	20	2003
Teacher 7	47	Male	22	2000
Teacher 8	30	Male	5	2015
Teacher 9	33	Female	11	2014
Teacher 10	25	Male	3	2016

Instrument

Teachers completed a semi-structured questionnaire designed by the researchers to capture the key characteristics of the teacher trainee environment with integrated inclusive education philosophy and practices. Questionnaires were used as teachers were selected from various schools. The semi-structured questionnaires allowed for the use of both closed and open-ended questions which enables a mix of qualitative and quantitative information to be gathered. Hence, allowing the researcher to better understand the views of the participants. The instrument development was based on the theoretical framework of the PERTT model. The questionnaire developed consisted of two sections. The first section encompassed general questions about background variables of the teachers: age, gender, years of experience as a teacher, and the year of graduation from the Diploma in Education teacher training programme.

In the second section of the questionnaire, the teachers were asked questions based on the PERTT model. The questions were designed to capture the teachers' subjective attitudes about the relevance of the interpersonal outcomes of the PERTT model to pre-service inclusive education. A five-point single item Likert scale response format was used to answer 10 closed-ended questions in addition to 10 corresponding open-ended questions, where participants were able to explain their quantitative answers. The following are examples of the kinds of items used for some of the constructs investigated: *“In your opinion, how important do you think it is for instructors to provide teacher-trainees with opportunities to reflect on the use of inclusive practices when in training?”*; *“To what extent do you agree that peer reinforcement is important to the development of inclusive education competencies during teacher training?”*; and, *“In your opinion, how important is it for instructors to tailor the difficulty of assigned tasks overtime when teaching inclusive education practices during teacher training?”*.

Ethical Considerations

Ethical approval for the study was obtained from The University of the West Indies (Cave Hill) Ethics Committee. Participants were required to sign a paper-based consent form before they completed the questionnaire. Through the use of an information sheet, participants were informed of the purpose of the research. Participants were also assured of anonymity and informed about their rights to participate and voluntarily withdraw from the study at any point in time for the duration of the research.

Data Analysis

In order to address the research objectives a partially mixed concurrent dominant status design, QUAL-Quan mixed methods design (Leech & Onwuegbuzie, 2009), was utilised. For the quantitative data, descriptive analyses were conducted to provide an overview of the participants' demographic characteristics and years of teaching experience. In addition, frequencies were presented for responses to the closed-ended questions which probed the perceived importance of the five interpersonal process outcomes of the PERTT model. Whereas content and thematic analyses were used to analyse the qualitative data obtained. As is customary with this research design, the quantitative and qualitative data were analysed separately before being compared and inferences discussed (Leech & Onwuegbuzie, 2009).

A three-level categorization system was employed for text analysis of the qualitative data obtained from the open-ended questions of the semi-structured questionnaire. The categories included: (1) low-level text-based categories, (2) middle-level theme, and (3) high-level theoretical constructs (Auerbach & Silverstein, 2003). This three-tiered organizational framework was used to provide the abstract bridge between the project concerns and those of the respondents. Themes emerged in the qualitative data that provided clarification of the teachers' perceptions obtained during the quantitative aspect of the study. These themes were described and illustrated by representative quotes from the teachers. In the section to follow the findings will be discussed through the theoretical lens of the PERTT model and relevant literature.

Findings

Quantitative Results

All of the participants reported that they thought it was very important to absolutely essential for instructors to provide teacher-trainees with opportunities to reflect on the use of inclusive practices, receive guidance and support, as well as be exposed to appropriate models when learning inclusive pedagogy in a pre-service training environment. Generally, the majority of respondents viewed reinforcement and instructional scaffolding as being of average importance to absolutely essential to pre-service teacher training in inclusive education (see Table 2). Moreover, as shown in Table 3, the importance of peer collaboration to the development of inclusive education skill sets was exemplified by the responses of the participants. Teachers generally reported agreement with the importance of reflective practices, guidance and support, reinforcement and modelled

behaviours being facilitated within the teacher training peer group. Furthermore, physical resources were deemed as very important to absolutely essential by the majority of the respondents (see Table 4).

Qualitative Findings

The qualitative findings will be presented in the following section. Each of the interpersonal process outcomes of the PERTT model are explained in detail via the emergent themes. Examples from the voices of the teachers are included for each theme.

Themes supporting the importance of reflective practices

i. Inclusive teaching strategies are perceived to be better assessed through reflection.

All teachers sampled were of the view that trainees' ability to moderate one's thoughts about the use of inclusive pedagogy would likely increase as a result of their engagement in reflective practices. For example, it was found that reflective activities would teach trainees how to "*review . . . teaching strategies*" (Teacher #1) and engage in, "*critical analysis on used methods*" (Teacher #8). Moreover, trainees would learn skill sets to discern the "*positive and negative areas of lessons*" (Teacher #3) and understand when to "*maintain what works*" (Teacher #10).

ii. Reflection can contribute to an inclusive teaching philosophy.

It was the opinion of one teacher that, "*the more reflective a teacher is . . . the better student learning activities are [as] . . . classrooms have persons of various cognitive abilities and learning styles*" (Teacher #7). Another teacher suggested that engagement in reflective practices would increase trainees' understanding that one should strive to, "*be creative*" and that it is important to, "*assist their students to engage in the same [reflective] processes as part of their [future students'] learning how to learn*" (Teacher #5). Hence, attitudes about how to teach trainees and how best to transfer knowledge to their future students, is likely to develop when given opportunities to reflect within a pre-service environment.

Table 2. Perceived Importance of the Interpersonal Outcomes of the Trainee - Teacher Educator Subsystem

Construct	Frequency of Participant Responses						
	Perceived importance of:	Not important	Little Importance	Average Importance	Very Important	Absolutely Essential	No Response
Reflective practices		0	0	0	8	2	0
Guidance and support		0	0	0	5	5	0
Reinforcement		1	1	2	2	3	1
Modelled Behaviours		0	0	0	4	5	1
Instructional Scaffolding		0	0	1	5	1	3

Table 3. Level of Agreement Regarding the Occurrence of the Interpersonal Outcomes of the Trainee - Peer Subsystem

Construct	Frequency of Participant Responses					
Perceived agreement with the occurrence of:	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	No Response
Reflective practices	2	0	1	5	2	0
Guidance and support	1	0	1	3	5	0
Reinforcement	1	0	1	5	2	1
Modelled Behaviours	0	0	2	6	1	1

Table 4. Perceived Importance of Physical Resources to Outcomes of the Trainee - Teacher Educator Subsystem

Construct	Frequency of Participant Responses					
Perceived importance of:	Not important	Little Importance	Average Importance	Very Important	Absolutely Essential	No Response
Resources	0	0	1	6	2	1

- iii. Reflection can allow for the modification and improvement of inclusive teaching strategies.
As explained by three teachers, reflection within a pre-service training environment would likely lead to the, “[*development of*] *better [teaching] strategies*” (Teacher #4), contribute to a “*change of approach*” (Teacher #8) thereby resulting in “*improvements*” (Teacher #10) to teaching methodologies in inclusive education.
- iv. The capacity to analyse the inclusive teaching methodologies of peers can develop through collaborative reflection.
Due to the benefits of peer collaboration trainees are more likely to be provided with opportunities to, “. . . *analyse each other*” (Teacher #3) and engage in, “*cooperative assessment*” (Teacher #1). Teachers were also of the opinion that such an interactive process would occur due to the fact that, “*two heads are better than one*” (Teacher #1) and that collaboration among colleagues “*promotes social cohesion*” (Teacher #3).
- v. The pool of inclusive education knowledge available to teachers can increase through collaborative reflection.
This, according to the teachers sampled is likely to occur due to opportunities for peers to engage in, “. . . *reassessment of teaching strategies*” (Teacher #1) and that fellow trainees can, “*offer advice on methods of improving each other’s lessons*” (Teacher #3). Moreover, peer interactions can, “*lead to the sharing of best practices by persons in direct contact with what is happening in the classroom*” (Teacher #7).

Themes supporting the importance of guidance and support

- i. Trainees are viewed as being inexperienced and lack preparedness.
One teacher described trainees as, “*newbies*” (Teacher #4) and because, “*trainees . . . usually lack experience*” (Teacher #1), it was felt that “*trainees must be given assurances that they are on the right track*” (Teacher #6)
- ii. Through emotional and cognitive support instructors can ensure that trainees remain focussed as they acquire skills.
By, “*reducing discouraging demotivating experiences on the part of the trainee*” (Teacher #1) teacher educators contribute to the personal growth and development of inclusive education competencies. Moreover, teacher educators, “[*provide*] *opportunities for discussion and support as issues arise*” (Teacher #6) and are expected to, “*encourage their student[s] to press on and complete the course [in order to] ensure continuous success*”

and improvement of their students” (Teacher #3).

- iii. Trainee-to-peer interactions can create an accepting learning environment for inclusive pedagogy.
As stated by one teacher, *“peer assessment... and evaluation of lesson outcomes are non-punitive or non-threatening”* (Teacher #1). In addition, interactions with colleagues in training are more likely to facilitate the, *“sharing of ideas”* (Teacher #3) and due to the view that, *“... collaboration and collegiality ... are important ingredients for . . . growth”* (Teacher #5); *“peer teaching [and] peer evaluations are [considered to be] helpful”* (Teacher #7).
- iv. Guidance and support from peers can increase trainees’ beliefs in their inclusive pedagogical abilities.
This is because the peer group is able to, *“aid in confidence building [and] encourages [the] trainee to be more adventurous in the implementation of a variety of teaching strategies”* (Teacher #1). In addition, guidance and support from peers, *“. . . boosts morale and esteem within the teacher-trainee”* (Teacher #3).
- v. Peers can be conceptualized as “more knowledgeable others” due to the guidance and support they provide.
As one teacher stated, peers can, *“assist ‘weaker’ students who are experiencing challenges or having misconceptions”* (Teacher #3). Others mentioned that peers are more likely to provide actual, *“cases and trials”* (Teacher #8). Moreover, they, *“are the ones in the field and are therefore the best persons to give guidance [and] tips”* (Teacher #6). The instruction provided by peers then acts to consolidate and support the material introduced by teacher educators in the training programme.

Themes supporting the importance of reinforcement

- i. Reinforcement from teacher educators can serve to increase trainees’ use of inclusive pedagogical skill sets.
Teachers were of the opinion that any incentive received would be geared towards the, *“promotion of greater effort”* (Teacher #1) when learning inclusive teaching strategies and would act to *“boost and motivate trainee teachers”* (Teacher #3).
- ii. Reinforcement from teacher educators can denote the value of the utilization of inclusive teaching strategies.

As one teacher explained, incentives are likely to, “*increase the value attached to the skill*” (Teacher #4). Another explained that, “*if the trainee believes that it is not relevant to their situations, they may not place emphasis on its development [for example] . . . a project for marks rather than a mention through discussion in class would be better*” (Teacher #6). It was also felt that, “*incentives help to reinforce the activities, behaviour and priority of the inclusive education*” (Teacher #7).

- iii. Peer reinforcement can increase a teacher’s confidence to independently use inclusive education skill sets.
This is because, “*peer reinforcement is another opportunity to the teacher trainee to gain confidence. Confidence is extremely important to any teacher especially when supports are removed*” (Teacher #1). Another teacher was of the opinion that incentives from peers can act to, “*encourage steadfastness*” (Teacher #3).
- iv. Adoption of favourable attitudes towards the use of inclusive education strategies can increase from peer reinforcement.
This is because the reinforcement obtained from peers, “*fosters support for [an inclusive] style of teaching*” (Teacher #7) and trainees are able to “*gather other views and [receive] support to continue*” (Teacher #4). Moreover, trainees come to understand from peer incentives that the use of inclusive practices, “*become an experience rather than remain a mere concept*” (Teacher # 5) thereby making it more meaningful to their teaching practice.

Themes supporting the importance of modelling behaviours

- i. Inclusive teaching strategies are perceived to be better acquired and learnt through modelling.
All teachers sampled were of the view that it is very important for instructors to model inclusive education practices and viewed the modelling of behaviours as an ideal teaching strategy for conveying the relevance of inclusive practices in the classroom. For example, it was found that modelling would provide trainees with the opportunity to, “*... see theory in practice in an objective manner. They themselves can assess strategy outcomes*” (Teacher #1). Furthermore, it was reported that modelling allows for “*trainee-teachers [to] visually analyse and critique their tutors when it comes to judging appropriate or inappropriate behaviours*” (Teacher #3).

- ii. Modelling of inclusive education practices by instructors is considered to be essential in the teacher training environment.
It was noted that, “*students model what they see*” (Teacher #4). This is especially the case for trainees, as teachers reported that trainees are “*...better able to translate observed behaviours into actions*” (Teacher #5) and “*... it is easier for the trainees if they see through demonstration*” (Teacher #6). In addition, “*modelling behaviour aid in assisting young, new teachers who may be unsure or sceptical about certain aspects of teaching . . . [as] modelling is considered a ‘best practice’ method*” (Teacher #3). Hence, inclusive education pedagogy is learnt and experienced simultaneously by the trainees, inherently increasing the belief in their ability to engage in inclusive practices.
- iii. Modelling of inclusive education practices by peers is considered to be an important part of the training environment as trainees are motivated by peers to adopt inclusive practices.
Teachers reported that, “*peers have a strong influence and [act as a] motivational force on one another*” (Teacher #5), and that such modelling “*encourages continued implementation by trainee as a learned behaviour*” (Teacher #1). Modelling by peers also serves as “*reinforcement of theory*” (Teacher #4) in the inclusive education training environment.

Themes supporting the importance of instructional scaffolding

- i. Instructional scaffolding provided by teacher educators in the training environment is considered invaluable to meaningful learning and the mastery of inclusive practices.
It was reported that instructional scaffolding allows trainees to, “*experience positive outcomes with few errors*” (Teacher #1). It was also stated that scaffolding allows for, “*student[s] to learn at their own pace/capability*” (Teacher #4) and plays a proactive role in teacher education because “*...in its absence, trainees may be overwhelmed by tasks*” (Teacher #5).
- ii. Instructional scaffolding can allow trainees to develop new knowledge and skills incrementally while experiencing success.
For example, one teacher explained that for trainees instructional scaffolding helps to “*[build] confidence [and are] . . . then more likely to continue to implement positive... strategies*” (Teacher #1). Hence, trainees develop favourable beliefs in their capabilities to implement inclusive practices. It was also noted that, “*[as trainees] progressively experience*

success trainees will understand and practice moving from simple to complex in their teaching” (Teacher #5).

Themes supporting the importance of physical resources

- i. Physical resources can allow for the acquisition and assimilation of inclusive education content by trainees. Teachers were of the opinion that resources are “...*important to the development of understanding of inclusive education concepts, especially difficult concepts*” (Teacher #5) and are, “*very essential to meet the diversity of students [trainees] in the class who may be visual, auditory, ‘hands on’ etc. Resources provide a wealth of stimuli*” (Teacher #3).
- ii. Physical resources are considered to be necessary for the implementation of inclusive education practices by trainees. It was stated that, “*the physical resources help to reduce hindrances to implementing inclusive education*” (Teacher #7) and provide, “the tools to develop [inclusive] competencies” (Teacher #6) thereby facilitating “*hands on experience[s]. . .*” (Teacher #4) when in training.

Discussion

The research study provided evidence to facilitate a paradigm shift towards the promotion of an inclusive education philosophy within pre-service teacher training programmes as well as corroborate the usefulness of the PERTT model’s tri-systemic reciprocal network in facilitating the integration of inclusive education in teacher training in Barbados. According to the PERTT model self-awareness, self-efficacy and self-regulation are interrelated constructs and represent the core psychological constituents of the emerging reflective teacher. As applied to inclusive education self-awareness refers to the understanding of one’s unique abilities, values, attitudes and desires (Day, 2000; George, 2003; London, 2001) as a personal inclusive education teaching philosophy develops. Self-efficacy is defined as, “beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments” (Bandura, 1977, p. 3) and, critical to the development of the trainee and future mastery of inclusive pedagogy. Self-regulation involves the ability to discern when and how to utilise inclusive strategies within the classroom. As revealed from the qualitative data, the perceived importance of cultivating self-awareness, self-efficacy and self-regulation in the development of the emerging inclusive reflective teacher was evident.

Self-Awareness

Teachers in this study reported the importance of reflection and peer-reinforcement in enhancing self-awareness. It was found that reflective practices assist in the development of an emerging inclusive teaching philosophy. This level of awareness on the part of teachers allows for a more accurate understanding of how they affect students' learning (Richardson & Shupe, 2003), as the practice of teaching a diverse body of students requires teachers to recognize that they must constantly adapt to meet the needs of all students. Moreover, through peer reinforcement trainees develop favourable attitudes to use inclusive education strategies. Reinforcement therefore increases the perceived value and prioritisation of inclusive strategies. An acceptance and corresponding change towards an inclusive teaching philosophy is likely to motivate trainees to incorporate those pedagogical practices into their teaching in order to improve their students' learning.

Self-Efficacy

Reflection and peer-reinforcement in addition to receiving guidance and support, modelling behaviours, and instructional scaffolding were found to be important to the development of enhancing self-efficacy. Teacher trainees are inexperienced and lack preparedness. Hence, by interacting with the wider pre-service teacher training peer group, trainees receive guidance and support as well as reinforcement which together increases their confidence in their inclusive pedagogical abilities. Moreover, through the instructional scaffolding and observational learning of instructors and peers, trainees gain opportunities for progressive mastery, assimilate appropriate knowledge and hence, enhance their inclusive education skill sets. Emerging reflective teachers, having garnered such experiences over time, are likely to develop favourable beliefs in their capabilities to implement inclusive practices.

Self-Regulation

With a developing personal awareness of the importance of adopting an inclusive teaching philosophy and an increase in one's willingness to embrace such a teaching paradigm, the ability to regulate and discern how best to incorporate such strategies in daily teaching is also important. It was found that reinforcement and reflection again played an important role, as well as modelling behaviours in the pre-service teacher training environment. Teacher educators' use of reinforcement acts to denote the value of the utilization of inclusive teaching strategies. Reflection allows for the modification and improvement of inclusive teaching strategies over

time. Having been trained within such an environment, trainees would be more likely to critically evaluate and ascertain the relevance of inclusive practices thereby building their pedagogical “toolbox”.

“The central premise of the PERTT model is that through increased self-awareness, self-efficacy, and self-regulation, teachers-in-training will enter the workforce better prepared to teach, manage and inspire students in a professional and competent way.” (Jules & Maynard, 2015, p.100). Hence, in order to move from a deficit model of special education, the application of principles of the PERTT model to inclusive education ensures the development of a robust inclusive teaching philosophy in pre-service teacher-trainees and thus should be considered an essential component of all future teacher training programmes. Pre-service teacher training will help build and establish a new lens through which prospective teachers see all students as exceptional: from the cognitively and physically challenged to the gifted. Hence, participation of students with exceptional needs in inclusive settings is based on the philosophy of equality, sharing, participation and the worth and dignity of individuals. This philosophy is based on the belief that all children can learn and reach their full potential given opportunity, effective teaching and appropriate resources.” (Biswal, 2015, p.500)

In conclusion, the PERTT model having been substantiated by empirical evidence would prove to be a valuable framework through which pre-service teacher training in inclusive education can be facilitated within the Caribbean.

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