Project Title:

An Investigation into the Need for Effective

Leadership Mechanisms in the Management

of a Successful Inclusive Programme in the

Primary School System

Course Title: GEDU 6140 MEd Project

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Executive Summary

This research project aims to highlight the need for effective leadership mechanisms to be put in place for the management of a successful inclusive programme in the Primary School System in Barbados. The outcomes of the research findings show evidence of the need for strong instructional leadership by the principals in order to implement workable inclusive programmes.

The inclusive process will always be a work in progress. However, by ensuring the necessary staffing of teachers, technological equipment, safe and orderly working environment and the opportunity for all students to learn, some of the key mechanisms needed would be in place. Every school will have its individual needs and approaches to the implementation of an inclusive programme because no two schools are the same. Some common factors necessary for the functioning of all schools are the provision of quality education for all students, the delivery of education in a safe and unbiased atmosphere and the training of staff to implement and manage the inclusive programme.

In Barbados, the educational system is in need of strong instructional leaders who are well-trained and capable of meeting the challenges of managing an inclusive programme in their respective schools. The research findings prove that many administrators are willing to accept having inclusive schools. Most of the administrators believe that most schools are ill-equipped to run inclusive programmes, at present.

About (20%) twenty percent of the administrators surveyed, believe that students with disabilities should be educated in special education schools or classrooms only. These administrators share the opinion that the inclusion of students with disabilities would retard the progress of students in the general education classroom. The majority of administrators, (80%) eighty percent, want to have inclusive programmes in their schools but are uncertain about how to implement and to manage the inclusive programmes without the appropriate mechanisms for success.

In Barbados, the success of inclusion will be determined by the principals of the schools and the teachers. They have to make the commitment to provide the necessary support and give the vital input to make the inclusive process their own. The principals and teachers must be advocates for inclusion by lobbying the parents and officials of the Ministry of Education for their support in the change process of inclusion.

The roles and responsibilities of all teachers must be re-defined and the teachers must have clear beliefs about the benefits of inclusion to them and their students. Principals and teachers, whether special education or regular education, must not feel threatened or disadvantaged by the implementation and management of any inclusive programmes at their respective schools. Otherwise, the success of inclusion will die a slow and painful death, even before it could be given life by winning the hearts and minds of all stakeholders; principals, teachers, parents, students, officials of the Ministry of Education and the wider communities of Barbados.

Introduction

Presently, in Barbados the educational system is in the process of reform. The planning, implementation and management of inclusive programmes in the Primary Schools will soon be a major issue at the forefront for the policy makers of the Barbadian educational system.

According to Barbados Curriculum 2000, the policy of inclusion will ensure that there is equality in educational opportunity and that all students benefit from the same quality of education being offered in the primary schools. "*Inclusive schools will ensure that all children along the special needs continuum receive an education commensurate with their skills and abilities at regular schools*".

Barbados Curriculum 2000 also stated that the success of students in inclusive schools will require training, commitment and dedication of the teachers and the support of the parents and the wider community. Therefore, inclusion cannot be attempted in a vacuum; it must be shared by all psychologically, educationally and individually.

Based upon the United Nations requirement of 'Education for All', an inclusive education is to increase participation and learning of pupils who are vulnerable to marginalization within existing educational arrangements (World Education Forum, 2000).

Currently, the training of teachers in the inclusive practices needed for the successful management of inclusive schools is a wise undertaking by the Ministry of Education of Barbados. However, the level and scope of training being offered must be increased and made available to all teachers.

Inclusion is a process which involves the commitment of the principal, the staff, the parents and the community. All stakeholders must be working together to achieve the common goal of equal educational opportunity and quality education for all Barbadian students, despite their mental, physical or social disabilities or challenges.

Sixty questionnaires were distributed among twenty-five (25) schools to survey the opinions of Principals and Senior Teachers. The topic title was about 'An Investigation into the Need for Effective Leadership Mechanisms in the Management of a Successful Inclusive Programme in the Primary School System in Barbados.'

The hypothesis was proven based on the data collected from the questionnaires. The hypothesis stated that effective schools with strong instructional leadership and the appropriate mechanisms resulted in successful inclusive schools.

Many of the administrators surveyed agreed with the concept of inclusion. However, they became disillusioned by the process of changes needed for inclusive education to be implemented and workable in their respective schools. All of the female administrators surveyed were willing to manage inclusive schools. They recommended several needs, including the need for

more support staff, special education teachers, adaptive technology and parental involvement.

On the other hand, about half of the male administrators disagreed with inclusion. They strongly believe that students with special needs should remain in special education classes or schools. These administrators think that students with disabilities would slow down the progress of the general education classes. The class sizes would be too large to accommodate students with special needs; students with disabilities would be unable to pass tests and low performance tests scores would affect the rating of the schools in the Common Entrance Examinations.

This research project has attempted to investigate and determine based upon the data collected, the effective leadership styles, skills and other mechanisms needed for the success of inclusive schools and classrooms within the Barbadian Primary Schools system.

Hypothesis

The hypothesis is based upon the theory that effective schools with strong effective instructional leadership and suitable mechanisms will lead to successful inclusion and inclusive practices in the Primary Schools system. The topic sentence states that the research is an '*Investigation in to the Need for Effective Mechanisms in the Management of a Successful Inclusive Programme in the Primary School System of Barbados'*.

The hypothesis seeks to inform and to prove that there are presently, no schools equipped with enough effective mechanism and strong instructional leadership techniques to implement and effectively manage an inclusive programme. While some schools may have effective leaders as principals; their ability to manage inclusive schools would require them to employ addition techniques, strategies and mechanisms to ensure the success of inclusive programmes.

Some vital questions that have been addressed in this research project are: What is inclusion? What is an effective school? What is effective leadership? How can strong, effective leadership be achieved? Why do we need inclusive schools and classrooms in the Barbadian Primary Schools system?

There were seven effective indicators used to determine how effective were the primary schools surveyed in the questionnaire for Principals and Senior Teachers. These seven indicators were strong Instructional Leadership,

Clear and Focused Mission, Safe and Orderly Environment, Climate of High Expectation for Success, Frequent Monitoring of Student Progress, Positive Home-School Relations and Opportunity to learn & Student time on Task.

The seven indicators of effective schools were evident in most schools surveyed. However, the level of utilization of the seven indicators is still uncertain. It would be wise to carry out additional research to determine how often the seven indicators of effective schools are recognized and followed within the primary school system. It would seem that based upon the responses on the questionnaires that most administrators are aware of the seven correlates but they do not refer to all of them on a regular basis, in the management of the primary schools.

Key Literature Review

According to McLeskey and Waldron, *Inclusive Schools in Action*, "*Inclusion cannot and should not be limited to students with disabilities and their teachers*". The main concept of inclusion is about improving the education of all students, by addressing the needs of all students. A general definition of inclusive education is that it is an approach to education designed to assure every child's basic human right to an individually, culturally and developmentally appropriate education (Kugelmass, 2003).

In order to develop any effective inclusive school, there must be a great amount of positive changes. The principal must be an active participant of this change process. The principal and the teachers/ staff must carefully examine their beliefs about teaching/ working with students with disabilities. They must develop their personal definition of inclusion and adjust to the various approaches and mechanisms which must be employed for a successful inclusive environment. According to Kugelmass, "*in order to have an inclusive school, you have to have teachers who have a mentality that is inclusive*".

The general pedagogical methods of teaching and learning would have to be modified or adapted to accommodate all students. The principal and teachers would have to consider "*how students should be taught, what students should learn*". They would have to assess and use the most effective types and styles of strong leadership, to incorporate the adaptations and accommodations to be made to the curricula, the technological devices and

equipment to be used and the effective mechanisms to adapt in order to have a successful, practical and functional method of inclusion.

According to McLeskey and Waldron the most influential person in the development an inclusive school is the principal. The principal must be actively involved in the inclusive process and must adopt a strong leadership style. The principal and the teachers of the school must be willing to support the idea to develop and implement an inclusive programme suitable to the school's environment and resources.

David Reynolds (2000) stated that effective principals offer stable and appropriate leadership, using formal and informal structures, sharing their power and being willing to respond to external-to-the school change. Mortimore et al (1998) emphasized that what mattered was 'purposeful' leadership of the staff. 'Purposeful' leadership was achieved when the [principal] head understood the school's needs and was actively involved in the school.

Kugelmass (2003) stated that leadership is an interactive process for students and teachers. 'Shared leadership is necessary with the principal as a leader of leaders'. Five necessary components for effective leadership are moral purpose, understanding the change process, relationship building, knowledge creation and sharing & coherence making.

According to Dr. Lawrence W. Lezotte, *Revolutionary and Evolutionary: The Effective Schools Movement.* All effective schools should employ the seven correlates of effective schools. These seven correlates of effective

schools are strong instructional leadership, a strong sense of mission, demonstration of effective instructional behaviours, high expectations for all students, frequent monitoring of student achievement, positive home-school relations and operation in a safe and orderly manner.

Dr. Lawrence Lezotte et al. first acknowledged that "elementary schools that were successful educated all students regardless of their socio-economic status or family background". They identified schools with similar and common characteristics and determined what made them effective schools. The seven correlates for effective schools were based upon the findings of their research. Therefore, even though family background can help students to flourish in school; the schools and educational administrators have the responsibility and the ability to allow students to succeed, if all of the correlates of effective schools are employed and functioning well.

In Barbadian primary schools there is little effort or evidence of a successful inclusive programme. While some schools have a Special Education Unit or a Special Education Class. These Special Education units and classes usually function as a separate entity from the regular/General Education school or classrooms.

McLeskey & Waldron 2000 stated that people put off or do not develop inclusive programmes from many reasons. Some of these reasons are that an inclusive programme is too difficult to develop; too many stressful changes to school practices are needed; limited resources and financial assistance; not enough special education teachers to develop an inclusive programme.

It is believed that students with disabilities are unable to take and successfully pass grade level and standardized tests; students with disabilities cannot do the work that is required in the general classroom and this can cause disruptive behaviour and disadvantage the regular education students.

There is no across-the-board inclusion of all students in Barbadian Primary schools. While it maybe true that on occasion a student with a hearing or visual impairment would be allowed into the regular classroom, this is not usually the norm.

Therefore, in order for a successful inclusive programme to be introduced into the Primary school system, the Principals, Senior Teachers and educational administrators must be willing to create a paradigm shift in the methods and epistemological approaches to the education of all students.

General education teachers are usually more responsive to school change, when it aims to improve their schools and classrooms. Inclusion must be seen as a better method to meet the needs of all students, including students with disabilities. This is the only way that inclusion will be successful in the primary schools in Barbados. The principals and the teachers must be given ownership of the inclusive programme to determine the actual nature and scope of change within their schools.

According to McLeskey & Waldron 2000, the change process must be in four key areas: Curriculum & Instruction; Teacher Roles and Responsibilities; Classroom and School Organisation and Teacher Beliefs

about Schooling.   Adaptations should be made in what is expected of students in the classroom, how instruction is delivered and how students' progress is evaluated. The teacher's professional responsibilities will change significantly. The teaching strategies, approaches and methods used should be more effective to meet the needs of all students. The classroom organization will change in order to use resources more efficiently to educate all students in the school. All teachers should re-think their personal beliefs about inclusion and students with special needs.

According to Kugelmass (2003) in *Inclusive Leadership* the aim of inclusive education is to eliminate social exclusion that is a consequence of responses to diversity in race, social class, ethnicity, religion, gender and ability (Vitello & Mithaug, 1998). This includes children with disabilities and other special educational needs.

Inclusion is a key challenge for educational leaders. Principals and other school leaders need to attend to three broad types of tasks. These tasks are fostering new meanings about diversity, promoting inclusive practices within schools and building connections between schools and communities.

Definition of Terms

Effective: *producing a decided, decisive or desired effect.*
http://www.m-w.com/cgi-bin/dictionary

Effective Leadership: *an approach that empowers individuals, engenders trust, and capitalizes on diverse talents.*
http://www.academy.umd.edu/Publications/LeadershipReconsidered/chart.htm

Inclusion: *the practice of educating students with special needs in regular classes for all or nearly all of the day instead of in special education classes.*
http://encarta.msn.com/dictionary_/inclusion.htm

Inclusive Education: *An approach to education designed to assure every child's basic human right to an individually, culturally and developmentally appropriate education (Kugelmass, 2003)*

Inclusive Programme: *when a student with special needs receives services in a general education classroom along with general education students.*
http://schools.nycenet.edu/d75/parent/faqs.htm

Leadership: *a capacity to lead, the act or instance of leading.*
http://www.m-w.com/dictionary%20leadership

Management: *the conducting or supervising of something; the act of managing.* http://www.m-w.com/dictionary/management

Mechanisms: *a process, technique, or system for achieving a result.* http://www.m-w.com/dictionary/mechanisms

Methodology

The main method of data collection was through the use of a questionnaire. The questionnaire was designed for the collection of data from the administrators of Primary schools i.e. the Principals and the Senior Teachers. The main objective of the questionnaire was to investigate into the types of leadership skills and effective mechanisms needed for the successful implementation and management of inclusive Primary schools in Barbados.

The open-ended questions on the questionnaire were geared towards inquiring about the educational administrators views about inclusion and the vital aspects and factors that must be addressed before a successful inclusive programme can be implemented and maintained in the Primary schools. There were a total number of thirteen questions on the questionnaire designed for Principals and Senior Teachers. The questions comprised of three Yes or No, three graphical rating scale and seven open-ended questions.

The respondents were required to state their age group, years experience and gender. The questionnaire was administered to a total of sixty Principals/ Senior Teachers. The questionnaires were hand delivered and collected or sent out and returned via the internet. A total of thirty respondents completed and returned the questionnaires.

The researcher began by identifying at least (25) twenty-five public primary schools to survey. Each primary school has a Principal and one or more, sometimes as many as three Senior Teachers. The researcher compiled a list of the randomly selected schools and proceeded to call each school's principal to seek verbal permission to visit the school to deliver the questionnaire.

The researcher is a Special Education teacher with thirteen (13) years experience in the field of Special Education. The surveying of Principals and Senior Teachers in the field of Special Education would have been too limiting and obvious. The researcher needed to have the specific opinions of the Principals and Senior Teachers operating in the General Education classrooms and schools. It was more meaningful to apply the questionnaire to these principals and senior teachers who would have to make the most significant changes to accommodate and implement the inclusion of students with special needs.

All of the principals contacted by telephone responded positively and gave permission to administer the questionnaire in their schools. Some of the schools had more than one Senior Teacher according to the size of the students' roll at the schools. The questionnaire was left with the principal or at the principal's office to be distributed and completed without input or influence from the researcher. The researcher wanted the administrators to feel free to complete the questionnaire and to remain as anonymous as possible.

An introductory letter was attached to each questionnaire seeking permission and informing the educational administrators about the purpose of the research. Somehow despite the letter, about half of the Principals and Senior Teachers surveyed still remained curious about the purpose of the research and remained unwilling to return the questionnaire.

The researcher utilized the internet to send five questionnaires to Principals and Senior Teachers who preferred to have the questionnaire e-mailed to them. The response to the questionnaire was poor, since only one person completed and returned the questionnaire via the internet. Within a week's time the researcher called the Principals to inquire about the questionnaires and to determine when the questionnaires could be collected. The researcher managed to collect a total of twenty-nine (29) questionnaires from the primary schools by hand and one via the internet. This made the overall number of questionnaires returned a mere thirty (30), exactly half of the sixty (60) questionnaires distributed to the Principals and Senior Teachers.

The response to the questionnaire and the number of questionnaires returned provide adequate proof that educational administrators feel insecure and uncertain about what inclusion is all about. This means that these educational administrators need to be sensitized and given more information about the change process of inclusion. They need to know about the advantages and the short-comings of managing an inclusive school. They need to be able to voice their own opinions about inclusion in their schools without fear of victimization and ridicule from any one, including the officials of the Ministry of Education and the Parent/Teachers' Associations.

Approximately six (6) of the Principals and Senior Teachers surveyed were managing special education units in their schools. However, the inclusion of the students of the special education unit within the regular education classes was very limited and in most cases did not happen at all. At one school students from the special education unit and regular education sing in the school's choir, together.

The Data

The data collected was based upon the opinions of the Principals and Senior Teachers of twenty-five (25) Barbadian Primary Schools. Some primary schools employed more that one Senior Teacher according to the attendance roll of the students. Sixty questionnaires were distributed among the twenty-five Primary schools. However, a total of thirty questionnaires were completed and returned by the respondents.

It is my belief that at least fifty percent (50%) of the thirty questionnaires that were not returned by the respondents was because of fear of victimization. Some respondents were extremely curious as to the reason for my research. At least five Principals questioned the researcher's connection with the Ministry of Education in Barbados. A Senior Teacher even said to the researcher that she sounded and looked like an Education Officer with the Ministry of Education.

This is evidence of the element of uncertainty about inclusion and the reasons for its implementation. Even at the very senior level of administration of the Primary schools some administrators feel threatened and uneasy about completing a simple questionnaire about inclusion. This means that the Ministry of Education has to embark on a serious education programme /plan about the implementation and the management of the inclusive programmes.

The thirty (30) respondents highlighted the need to improve the mechanisms needed to implement and manage an inclusive programme. About eighty percent (80%) of the respondents were females, between the ages of 46 and 55, with over thirty-one (31) years of experience. This reflected the high percentage of female administrators in the Barbadian primary schools.

The six male (6) respondents were usually over the age of 56 and with more that thirty-one (31) years of experience. More than half of the male administrators felt that students with special needs should not be included in the mainstream classroom, but should be catered for in special education classrooms within the primary schools.

Eighty percent (80%) of the administrators surveyed know what inclusion is all about. Seventy percent (70%) of the Principals and Senior Teachers surveyed think that students with special needs should be in the mainstream classroom. Twenty percent (20%) of them do not agree that students with special needs should be in the mainstream classroom and ten percent (10%) of the administrators do not know.

Seventy percent (70%) of the administrators believe that their leadership style will impact on the success of an inclusive programme. Twenty percent (20%) of the Principals and the Senior Teachers do not agree that their leadership style will impact on the success of an inclusive programme and ten percent (10%) of the administrators do not know.

Twenty percent (20%) of the administrators surveyed are highly aware of students with learning disability, visual impairment, hearing impairment, physical disability, autism and emotional/behaviour disorder. Fifty percent (50%) of the Principals and Senior Teachers surveyed are satisfactorily aware, ten percent (10%) are moderately aware, ten percent (10%) are slightly aware and ten percent (10%) are not aware.

Eighty percent (80%) of the respondents follow all seven correlates of an effective school, including strong instructional leadership. Ten percent (10%) of the administrators follow at least four (4) of the seven (7) correlates of effective schools and ten percent (10%) of them do not follow any of the correlates of an effective school.

Seventy percent (70%) of the respondents think a well trained academic staff, adaptive technologies, effective leadership styles, parental involvement and good student achievement are very important mechanisms for inclusion. Twenty percent (20%) of them think that these mechanisms are important and ten percent (10%) think that there are somewhat important.

All respondents to question seven (7) agreed that effective leadership was a vital component for a successful inclusive programme. Some of the responses were as follows:

"The success of any programme is dependent on the attitude/ acceptance of the leader… the quality of the leadership will affect the support that staff and pupils will get… enthusiastic leaders will be able to positively influence others… since the administrative leader is the individual

who should be spearheading the initiative…. what leaders do or don't do always influence the quality of a school's programme."

At least ninety percent (90%) of the respondents to question eight (8) were adamant that the Primary schools at which they presently worked were not currently prepared to run an inclusive programme. Some of the vital reasons given were as follows:

"Its infrastructure does not lend itself …the infrastructure is not appropriate, no specialist teacher (s)…facilities are not convenient for children with special needs…stakeholders would have to be sensitized and changes would have to be made to the physical plant…physical layout not lend itself no ramps, no bathrooms with wheelchair access…will get there, once the focus is removed from standardized tests…there are vital structures that must be put in place before such can be the case."

Ninety percent (90%) of the Principals and Senior Teachers think that their leadership style will impact the outcome of an inclusive programme, while ten percent (10%) of the respondents are uncertain. Eighty percent (80%) of all educational administrators believe that inclusion can work well when all of the necessary components are in place at their respective primary schools. However, twenty percent (20%) of the respondents are not sure if inclusion will or can work in their respective primary schools.

Several suggestions were made by all of the respondents about the effective mechanisms that need to be in place to manage a successful inclusive school programme. Many of the suggestions were about the staff development and

training, the school environment and safety, involvement of the parents and other stakeholders and the use of adaptive and appropriate technology in the inclusive classroom.

The principals and senior teachers were very expressive about the mechanisms and equipment that should be utilized to implement an inclusive programme in their schools. Many of the suggested were about the need for well-trained, adequate staff; technological devices; adaptive technologies and parental involvement.

Suggestions

Principals	Senior Teachers
Well trained staff	Plan of action
Safe and orderly environment	Suitable physical environment
Accessible facilities	Structured programmes suited to the
Teacher –Aids	needs of students
Adaptive technologies	Informed schools community
Trained teachers in Special Needs	On-going training/educational
Effective leadership style	sessions
Grouping within the Class	Suitable technological apparatus/
Good Student Achievement	materials
Teaching aids	Parent education
Adequate physical facilities	A wide variety of learning materials
Equipment for Special Needs	Special Needs teachers
Tools, equipment	Teacher training
Enough space	Effective programmes
New technologies	Ancillary staff who want to be
Adequate funding	involved in inclusion
Staff, parent & pupil sensitization	Parental and societal involvement
Stakeholders support	Parental support groups
Adequate support system depending on needs & devices	

Analysis & Interpretation

The general idea which has been inferred from the data collected from the questionnaires is that at least eighty percent (80%) of the administrators surveyed are willing to try working in inclusive schools. However, they have stipulated that all of the necessary resource persons, support systems and personnel with adequate training should be involved in the process.

The advocates of inclusion should be the principals, teachers, students and the parents who believe that it can work. The Ministry of Education in Barbados should be actively involved in setting up workshops and seminars for the principals and teachers working in inclusive schools. There was an air of constant suspicion about the reason for my data collection using the questionnaire. Several administrators refused to return their questionnaire for fear of being singled out and victimized by their employers.

It must be mentioned that the researcher is a Special Education teacher with thirteen (13) years experience in the field of Special Education, and an overall eighteen (18) years in the teaching profession. Five years were spent teaching in the general education classroom. Therefore, a Special Education teacher carrying out research in the general education schools would be cause for some suspicion on the part of the General Education principals and teachers. Since, I would be relatively unknown to most principals and teachers in the general education primary schools.

In order for inclusion to be implemented and followed within the primary schools in Barbados the teachers and administrators must not feel threatened and insecure in their profession and the role of their professional obligation in the schools. All teachers must be given a clear vision of their roles and responsibilities in the inclusive process. All teachers should feel free to comment on and make contributions towards the betterment and successful implementation of an inclusive programme in their schools.

The strong instructional leadership styles of all administrators should prevail in the primary schools. Strong instructional leadership would ensure that effective and workable mechanisms for the management of the inclusive process would be extremely practical and adaptable for the needs of the particular primary school.

The findings of the research suggest that effective leadership does exist in most primary schools. However, the frequency of the use of instructional leadership should be increased to ensure that all schools are being managed effectively.

Close analysis of the data would prove that Barbadian educational administrators are aware of the need for inclusion. The concept is well known to most administrators surveyed but making the concept; practical is the main challenge of these administrators.

There is the need for the Ministry of Education and the parents to work closely with schools in order to ensure the success of inclusive programmes. Each school will have different and varying needs in the inclusive process.

Some schools have the physical infrastructure, but need support services and adaptive technologies. Other schools have technology and support staff but have inadequate infrastructure. Some schools have large student rolls and large class sizes and others school have smaller student rolls and smaller class sizes.

The principals, teachers and school support staff must be motivated to assist with the inclusive process. Teachers and principals involved in the inclusive process should be "keepers of the vision". Their contributions will be vital for the implementation and the management of any inclusive programme. All principals and all staff members at the primary schools must become advocates for the transition of the general education schools to inclusive schools.

Conclusions & Recommendations

It would be safe to conclude that in order for inclusion to work in Barbados, the school community beginning with the Principals and the Senior Teachers should be fully involved in the inclusive process. There must be a series of persons who would be advocates for the inclusive programme and the use of effective mechanisms for the success of the inclusive process.

The introduction of inclusion in the primary schools should be slow and systematic. The general education teachers should be willing to adapt and change their roles and responsibilities to coincide with those of the special education teachers. All principals and senior teachers have to be willing to facilitate and accommodate for students with disabilities. The administrators must be able to see the short and long term benefits of managing inclusive programmes for all students.

All principals, senior teachers and teachers who are 'advocates' for inclusion should be highly trained professionals, with the knowledge of inclusive practices. All educational professionals should be knowledgeable in the techniques and strategies used in the inclusive programmes of other inclusive schools. There should be provision made for administrators, teachers and advocates of inclusion to have on-site visits to actual schools that are managing successful, workable inclusive programmes.

The roles and responsibilities of the principals, teachers and school support staff must be modified to assist with the inclusive process. The training of teachers and principals in inclusive practices is vital for the implementation and the management of an inclusive programme. The principal and all staff members at a primary school must be actively involved in the transition of the general education school to an inclusive school.

The psychological effect and impact will greatly affect all persons involved in the change to an inclusive school. Therefore the change process should be gradual and systematic not haphazard and drastic.

Recommendations

The sensitization of all principals and educational administrators about the inclusive process.

The training of all primary school teachers in the techniques of inclusive education.

The need for principals and staff members who are trained in special education and or inclusive practices.

All primary schools should have the necessary environment that is safe and orderly and fosters education for all.

The inclusion of students with disabilities in all subject areas taught on the school's curriculum.

All teachers should have consideration of the mental level, interests and learning styles of the students with disabilities when planning curricula and programmes.

Every teacher should make the necessary adaptations to the curriculum to accommodate all students.

Teachers should use appropriate and alternative assessment tools.

The schools should be provided with the appropriate adaptive technology to enhance the teaching/learning process.

Ensure that facilities are accessible for all students, especially students with disabilities.

Provide the necessary tools, equipment, teaching aids and adequately distributed staff roles and responsibilities.

Useful communication skills are necessary for all stakeholders to make sense of all aspects of inclusion.

There is the need to have the correct facilities and infrastructure to accommodate students with special needs, especially the physically challenged.

All educators have an obligation to provide a safe environment for all students.

All primary schools implementing an inclusive programme should have special needs teachers on staff.

There should be adequate provision for teacher training in inclusive practices for all principals and teachers in the primary schools.

All primary schools with an inclusive programme should have maximum parental involvement.

Psychological intervention is urgently needed for all students, especially students with social/emotional behaviour problems.

Staff development training should be consistently provided for all teachers.

Appendices & Bibliography

Appendix A

2006-11-05

To whom it may concern,

I am pursuing a Masters of Education degree with Mount Saint Vincent University, supported by the Ministry of Education of the Government of Barbados. As part of the requirement for the fulfillment of the degree programme, I am obligated to complete a research project.

The topic title of this research project is:
An Investigation into the Need for Effective Mechanisms in the Management of a successful Inclusive Programme in the Primary School System of Barbados.

I would greatly appreciate your assistance in completing the attached questionnaire. The information given will be used solely for reporting on the research findings of the project and for no other purposes.

Thank you for your kind assistance.

Yours truly,

_____
Ms. Wilma Mc.Clean [B. A (Hons.), Dip. Teach]

QUESTIONNAIRE FOR PRINCIPALS/ SENIOR TEACHERS

Please tick the appropriate box:

Age Group: 25 - 35 ☐   **Years Experience:**   15 -20 ☐

                36 - 45 ☐   21- 30 ☐

                46 - 55 ☐   31 & over ☐

                56 & over ☐

Gender: M ☐   **F** ☐

1.   Do you know what inclusion is all about?

      Yes ☐   **No** ☐

2.   Do you think students with special needs should be in the mainstream classroom?

      Yes ☐   **No** ☐

3.   Do you believe that as a Principal/ Senior Teacher that your leadership style will impact on the success of an inclusive programme?

      Yes ☐   **No** ☐

4.   Rate your level of knowledge of the following disabilities.

      Not Aware -1   **Slightly Aware**-2   **Moderately Aware**- 3

      Satisfactorily Aware- 4   **Highly Aware**-5

                              1   2   3   4   5

Learning Disability					
Visual Impairment					
Hearing Impairment					
Physical Disability					
Autism					
Emotional/ Behavioural Disorder					

5. Which of the seven aspects of effective leadership are you currently following?

   Indicate by ticking the appropriate boxes.

Instructional Leadership	
Clear & Focused Mission	
Safe & Orderly Environment	
Climate of High Expectation for Success	
Frequent Monitoring of Student Progress	
Positive Home- School Relations	
Opportunity to Learn & Student time on task	

6. From the list below determine which effective mechanisms that you believe are important for inclusion.

	Not Important	Somewhat Important	Important	Very Important
A well- trained Academic Staff				

Adaptive Technologies				
Effective Leadership Style				
Parental Involvement				
Good Student Achievement				

7. Do you think that effective leadership is a vital component for a successful inclusive programme?

   _____

   _____

8. Do you believe that this school is prepared to run an inclusive programme?

   _____

   _____

9. In your opinion, what are the effective mechanisms that need to be in place to manage a successful inclusive school programme?

   _____

   _____

   _____

10. Do you think that your leadership style will impact on the outcome of an inclusive programme? **Please explain your response.**

   _____

   _____

11. Are there any students with special needs included in this school, at the moment?

_____

_____

12. How would you cater for students with special needs in the school's programme?

_____

_____

_____

_____

13. As an effective leader, do you believe that inclusion can work well when all of the necessary components are in place?

_____

_____

_____

_____

Appendix B

Ten Reasons for Inclusion

Inclusive education is a human right, its good education and it makes good social sense

HUMAN RIGHTS

1 All children have the right to learn together.

2 Children should not be devalued or discriminated against by being excluded or sent away because of their disability or learning difficulty.

3 Disabled adults, describing themselves as special school survivors, are demanding an end to segregation.

4 There are no legitimate reasons to separate children for their education. Children belong together, with advantages and benefits for everyone. They do not need to be protected from each other.

GOOD EDUCATION

5 Research shows children do better, academically and socially, in inclusive settings.

6 There is no teaching or care in a segregated school which cannot take place in an ordinary school.

7 Given commitment and support, inclusive education is a more efficient use of educational resources.

SOCIAL SENSE

8 Segregation teaches children to be fearful, ignorant and breeds prejudice.

9 All children need an education that will help them develop relationships and prepare them for life in the mainstream.

10 Only inclusion has the potential to reduce fear and to build friendship, respect and understanding.

http://www.inclusive-solutions.com/../COFart2.doc

Appendix C

Important Quotations about Inclusion

'Practices that are widely held within a school must be identified and questioned if school change is to be successful.' (McLeskey & Waldron 2000)

'To achieve an effective inclusive school teachers must examine their beliefs about students with disabilities, inclusion, how students should be taught, what students should learn, and a range of other issues that may influence their support of these programmes.' (McLeskey & Waldron 2000)

'Some research reveals that teachers who are most resistant to inclusion. At least initially, are the most effective teachers in a school.' (Gersten, Walker, & Darch, 1988)

'The principal is the key person who makes the initial decision regarding whether the time is right for developing an inclusive school.' (McLeskey & Waldron 2000)

'The combined ideas and expertise of general education teachers, special education teachers and administrators are required to develop an inclusive programme.' (McLeskey & Waldron 2000)

'The most important place to begin planning an inclusion programme is with a discussion regarding beliefs of teachers, administrators, and other stakeholders about schooling in general and inclusion in particular.' (McLeskey & Waldron 2000)

'Our experience also reveals that far more teachers support the concept of inclusion than are willing to teach in inclusive classrooms.' (McLeskey & Waldron 2000)

'Most teachers-any good teacher- will support inclusion, if they understand what inclusion is, are involved in decision making regarding inclusion, and are provided reasonable support as they develop and implement an inclusive program.' (McLeskey & Waldron 2000)

'The plan for inclusion should provide a general framework that addresses issues such as where students will be placed in the school, how curriculum, instruction, and school organization will change to better meet student needs; and what type of supports will be provided in each classroom.' (McLeskey & Waldron 2000)

'Much of the work in adapting instruction for a diverse range of students should be addressed in planning instruction for the entire classroom.' (Vaughn, Bos, and Schumm 2000)
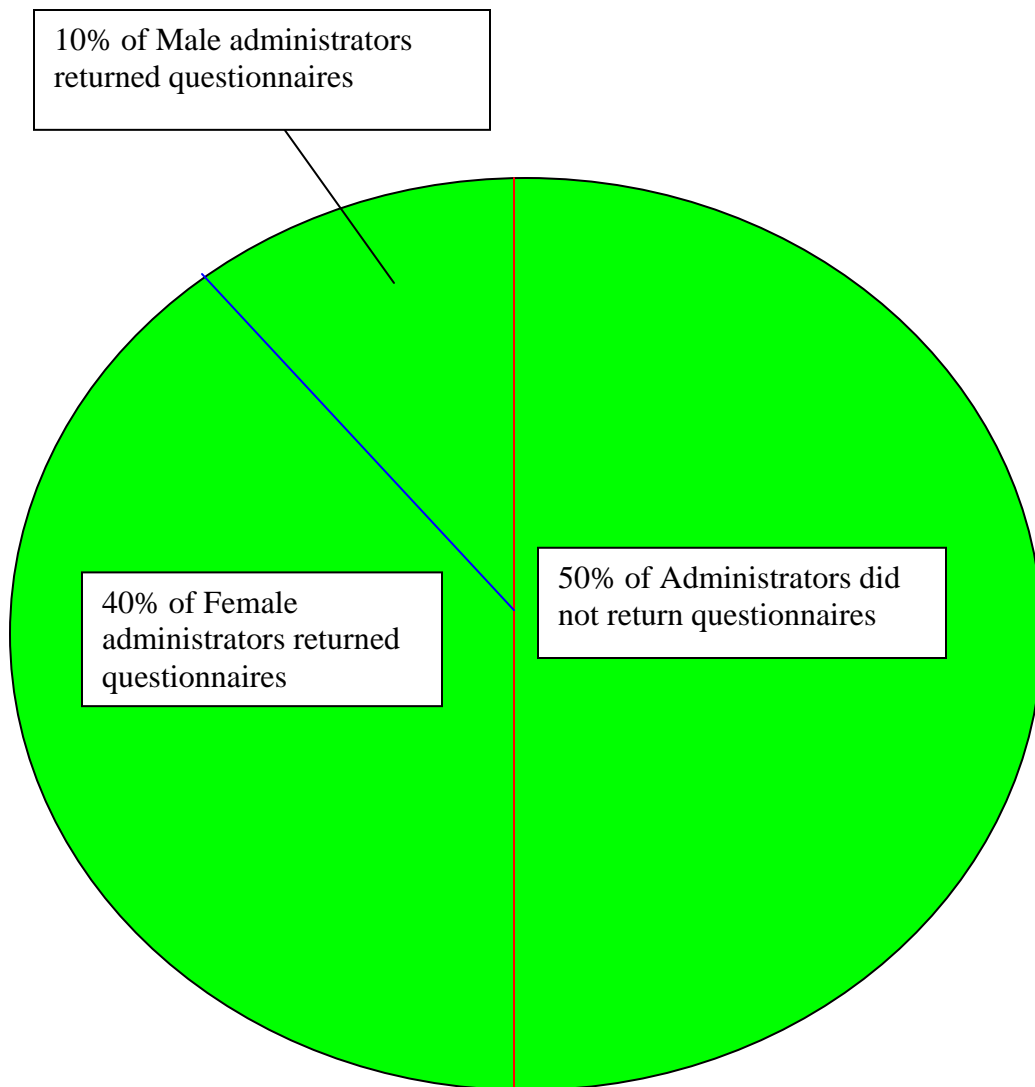
'If inclusion is to be successful and students with disabilities are to be part of the classroom learning community, there must be fundamental change in the general education so it is accepted that not all students will learn the same things, in the same way, at the same time…adaptations of the general education curriculum are necessary as well as alterations in what is expected of students and how progress is evaluated.' (McLeskey & Waldron 2000)

'People develop inclusive programs because they decide it is important to develop these programs.' (McLeskey & Waldron 2000)

'A detailed plan for the inclusive school should be developed, based on the resources, needs and preferences that exist within the school community.' (McLeskey & Waldron 2000)

Appendix D

A pictograph of the percent of Administrators who responded to the Questionnaire

10% of Male administrators
returned questionnaires

40% of Female
administrators returned
questionnaires

50% of Administrators did
not return questionnaires

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