School Leadership and Inclusive Education Caribbean Secondary Schools Focus: With the use of an Interpretative Phenomenological approach, this study aims to understand the experiences of Caribbean school leaders and how these experiences impacts their role in facilitating inclusive education in secondary schools.

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Caribbean nations largely support The Dakar Framework for Action in declaring Education for All. Openness to the UNESCO's Salamanca Statement for Action 1994 is also no secret; but although reports indicate steady progression in educational leadership and inclusive practices within the last decade, no planned, long-term innovations have emerged, "and reviews show that in many instances, provisions are short-term and sometimes ad hoc" (Commonwealth, Secretariat Document, 1982, 2004, 2011).

To this end, a qualitative study was conducted, using an interpretative phenomenological approach (IPA), which explored how head teachers ascribe meaning to their unique experiences. This approach is set within the broader context of interpretative social science research, using mainly qualitative data and thematic analysis oriented towards exploring and understanding the lived experiences of school leaders and how this impacts their role of facilitating inclusive education.

The research was conducted with head teachers from across the Caribbean, using the University of the West Indies as a hub for meeting participants. Caribbean island all share the same CARICOM education agenda as it relates to secondary school curriculum, training and practice. The University of the West Indies is the central education institution where the CARICOM education curriculum is supported and shared with education practitioners throughout the region as part of their training for a Caribbean education experience.

This study has identified core challenges faced by educational leaders/ head teachers in the current context of high expectations and accountability, often accompanied by inconsistent or limited support. Essentially, this study is intended to contribute to the body of knowledge concerning leadership interventions that are successful or unsuccessful for facilitating inclusive education, by providing guidance for educators regarding the importance of school leadership in meeting the challenge of inclusive schooling. Essentially, the findings should aid education officials and policy makers in formulating and implementing related policy which will aid educational development at local, national and regional levels within the Caribbean region.