

Teacher Candidates' Beliefs About Inclusive Teaching Practices

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Abstract : Teachers' beliefs about inclusion are foundational to their implementation of inclusive teaching practices. Utilizing a longitudinal design and multiple case study methodology, this study investigates how teacher candidates' instructional and practicum experiences shape their beliefs about inclusion in one teacher education program located in western Canada (N=20). Interview questions were developed through the lens of self-determination theory and theory about teachers' beliefs and inclusion. Preliminary thematic analysis indicates that a 36-hour course focused on diversity and inclusion supports teacher candidates to deepen their understandings of: the need for inclusion in classrooms and strategies to promote inclusion. Furthermore, teacher candidates identified course components that fostered their developing understandings of inclusion. Future data will examine the stability of teacher candidates' beliefs about inclusion and their implementation of inclusive teaching strategies throughout their practicum experiences.

Keywords : teacher candidates, inclusion, teacher education programs, beliefs

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