THE ATTITUDES OF FOUNDATION PHASE TEACHERS
TO THE INCLUSION OF LEARNERS WHO EXPERIENCE
BARRIERS TO LEARNING IN THE EDUCATION SYSTEM

by

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SUMMARY

In this study, the attitude of foundation phase teachers to the inclusion of learners who experience barriers to learning in the education system was explored. The following were discussed about the problem: Clarification of the concepts, a profile of learners who experience barriers to learning and development, the research design, analysis of the research results and recommendations were made. From this core problem, four underlining sub-problems were identified, namely:

- Learners who experience barriers to learning are a heterogeneous group of learners.
- Teachers’ knowledge of barriers to learning and development is inadequate.
- Teachers’ attitude towards collaborative teaching and cooperative learning need to be addressed.
- An outcomes-based-education approach influences inclusive education.

It was found that teacher training in inclusive classrooms, barriers to learning, cooperative learning and collaborative teaching could enhance the attitude of teachers in inclusive education. When well planned for and maximizing the available resources, inclusive education can be a reality.

KEYWORDS

Inclusive education, barriers to learning, collaborative teaching, cooperative learning, regular classrooms, mainstream, co-teaching, development, outcomes based approach, integration.
THE ATTITUDES OF FOUNDATION PHASE TEACHERS TO THE INCLUSION OF LEARNERS WHO EXPERIENCE BARRIERS TO LEARNING AND DEVELOPMENT IN THE EDUCATION SYSTEM

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I declare that **THE ATTITUDES OF FOUNDATION PHASE TEACHERS TO THE INCLUSION OF LEARNERS WHO EXPERIENCE BARRIERS TO LEARNING IN THE EDUCATION SYSTEM** is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references.

____________________________         ______________
SIGNATURE          DATE
(MR S P MUDAU)
DEDICATION

This work is dedicated to my mother, Muvhulawa Mudau, who, through her domestic work, exposed me to people with disabilities at my tender age, and to Prof A J Hugo, my supervisor, who worked tirelessly to make this work a success.
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