

Implementing a Responsive Curriculum to Diverse Learners

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ABSTRACT This study reasserts the fragility of inclusive curriculum as a tool for arguing in favour of educational disablement as identity politics. The significance of implementing a responsive curriculum, which addresses the needs of diverse learners, by reducing barriers to and within the environment, is cemented. It caters for all learners irrespective of gender, colour, religion and language. Teachers' attitudes towards the implementation of inclusive curriculum are addressed. Questionnaires were administered to eight schools situated in the John Taole Gaetsewe district in Kuruman in the Northern Cape Province. Six mainstream schools in the Circuit 1 in Kuruman were randomly selected from a total of 17 while the remaining two were special schools. Although results indicated that teachers supported inclusive curriculum to a certain extent, it became evident that resources and curriculum change were some of the challenges which may impede teachers in implementing a responsive curriculum to diverse learners.