

**An Exploration of the 4th Year Student Readiness in Teaching
in Inclusive Schools: A Case Study of Early Childhood
Development Curriculum at University of
Kwa-Zulu Natal-Edgewood Campus**

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ABSTRACT This paper aims at determining how ready the pre-service exit teachers are and how well the curriculum prepares the students for the classroom implementation and practice of inclusive education. Data was collected using semi structured interviews from a purposive sample and data analysis was informed by social constructivism and eco-systemic theory which helped to understand how individuals actively construct and understand their realities. In doing so, there is need to explore participants' readiness to teach in an inclusive classroom. The paper revealed that Early Childhood Development (ECD) curriculum of the University should be restructured to develop, enhance as well as prepare pre-service exit teachers for inclusive environments. Based on these findings recommendations were made on the need of the ECD teacher training curriculum in fostering competence to student teachers to teach in inclusive classrooms.