Development of Mathematics Teachers: 
Experience from Tanzania

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ABSTRACT This paper highlights the pilot study on Mathematics Teacher Continuous Professional Development (MTCDP) programmes in Tanzania. The paper dwells on teacher professional development initiatives in the country for mathematics teachers by pointing out specific projects whose aims were to improve teacher classroom practices. The development of research instruments was done by the researcher and piloted in Tanzania. Though the findings from the pilot study showed the benefits of MTCDP, there were a number of challenges noted to have been inhibiting their full realisation. It was recommended that adequate funds be provided for running MTCDP programmes. It was also recommended that these programmes be conducted on regular basis and be able to reach all mathematics teachers in the country.