

Features of Continuous Professional Development (CPD) of School Mathematics Teachers in Zimbabwe

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ABSTRACT This paper describes some characteristics of continuing professional development (CPD) for mathematics teachers in Zimbabwe. The characteristics were identified from the pilot phase of a study with an objective of understanding the nature of mathematics teacher CPD programmes across 11 selected countries. Data were gathered from purposively sampled ministry officials, CPD providers, and teachers using through interviews and questionnaires. Findings were that the government in partnership with other stakeholders including non-governmental organizations provides CPD; teachers engage in CPD activities on voluntary basis; there are few mathematics teacher-targeted provisions outside standard university programme offerings; teachers seem to value CPDs essentially for personal career, while providers value CPDs in terms of improving the pass rates. The main observation was that the style of CPD provision for mathematics teachers in Zimbabwe is characterized by fairly stable structural arrangements, but the associated resource and support mechanisms render operational aspects largely dysfunctional.