

Experiences of Role Players in the Implementation of Mathematics Teachers' Continuous Professional Development in South Africa

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ABSTRACT This paper reports on the experiences of the role players on mathematics teachers' professional development (MTPD) in the post-apartheid era in South Africa. The pilot study which was in preparation for the main study sought to explore the status of existing MTPD practices as expressed by participants and elicit challenges in the implementation of such programmes. Five of the nine provinces in South Africa were involved in the study where a sample of 54 participants consisting of teachers, principals, subject advisors, district officials and ministry of education were involved. A teacher questionnaire as well as interview schedules for other respondents were used to collect data that were analysed using qualitative methods. Despite the existence of MTPD programmes in the country, as alluded to by different role players, a variety of factors, such as the interference by labour unions in their implementation, militated against the achievement of objectives these programmes were intended to attain.