

Teachers' Professional Development Model for Effective Teaching and Learning in Schools: What Works Best for Teachers?

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ABSTRACT Models for professional development of teachers that advocate for the promotion of effective teaching and learning have not been successful in improving the quality of teaching in public secondary schools. Some of the teacher professional development models are based on assumptions and theories about teachers' needs but lacking applicability in the context of teachers' places or classroom work. The aim of this research was to develop an empirically based teachers' professional development model for effective teaching and learning in schools. A quantitative survey research was conducted through close-ended self-administered questionnaires for data collection. Two hundred teachers were sampled through the simple random sampling procedure. The paper concludes that professional development of teachers should be planned, conceived and implemented by teachers themselves. A model to enhance teachers' skills and quality of teaching, through effective teacher professional development was developed as a recommendation.