

An Analysis of Continuing Professional Development (CPD) Provisions which are Available to Teachers in Regular Primary Schools to Ensure the Effective Teaching of Learners with Special Education Needs in Zimbabwe

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ABSTRACT This study focused on analysing CPD provisions which are available for teachers in regular primary schools to ensure the effective teaching of learners with special education needs in Zimbabwe. The survey design which utilised a mixed methods approach was used. Questionnaires, face-to-face interviews and focus group interviews were used as instruments. The population comprised of 93 primary schools, 1457 teachers, 93 school heads and a District Education Officer in Gweru District. A sample of ten primary schools, ten school heads and one education officer purposively selected and one hundred and fifty teachers, selected through disproportional stratified random sampling procedure participated in the study. Results revealed that CPD provisions were grossly inadequate. The implication is that teachers' effectiveness is compromised. The recommendations are that more school-based than out of school-based CPD provisions in the field of SEN should be made available to all teachers and appropriate CPD models should be used.