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Professional Development as a Tool for Promoting Quality Teaching and Learning: Teachers' Perspectives

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ABSTRACT In South Africa the relevance and contribution of teachers' professional development in promoting quality teaching and learning is perceived by teachers with discontent. There have been continued calls by teachers' unions for total disengagement of the Department of Basic Education (DBE)'s teachers' professional development (TPD) workshops which are perceived to be unfruitful and unproductive. This quantitative survey paper was aimed at exploring the effect of teachers' professional development on the promotion of teaching and learning. Questionnaires were utilised to collect data from two hundred teachers selected through simple random sampling procedure in the Vhembe District. The results indicate that teachers acknowledge the importance of TPD that they often participate in as such initiatives broaden their pedagogical knowledge and enhancing their teaching skills. This paper recommends that professional development of teachers tailored around area of specialisations, should remain the focal point in achieving quality teaching and learning in schools.