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Exploring Perceived Continuing Professional Development Needs of Teachers in the Context of Special Education Needs in Zimbabwe

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ABSTRACT This paper explores perceived Continuing Professional Development (CPD) needs of teachers in regular primary schools to ensure the effective teaching of learners with special education needs in Zimbabwe. Underpinned by the post-positivistic paradigm, the paper uses the survey design utilising the mixed methods approach. Data was collected through questionnaires, face-to-face interviews and focus group discussions. Findings revealed that teachers needed professional development to prepare them for a paradigm shift for the inclusive era in Special Education Needs (SNE). Teachers also needed to identify their own needs and engage in relevant CPD which incorporates their preferences. The paper recommends that responsible education ministries should ensure that the CPD needs of teachers in the context of SEN are properly identified and catered for where school CPD policies should also be put in place to better and meet the education requirements of learners.