



Continuing Professional Teacher Development (CPTD): A National and International Perspective

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ABSTRACT The professional development of a teacher is dependent on the opportunities provided by the Continuing Professional Development (CPD) as mandated by the South African National Policy Framework for Teacher Education and Development (2007), in South African public schools. This paper reviews national and international perspectives on continuing professional teacher development with the aim of drawing on conceptual understandings of national and international views on teachers' professional development. The literature review approach is used to discuss the concept of professional development, types of professional development, the benefits of continuing professional development, factors promoting continuing professional development and the mitigating challenges of continuing professional development. The focus of professional development is undergirding by professional learning which aims at empowering teachers so that they can confront issues related to their professional practice. A reflection on the challenges of CPTD in relation to its implementation at school-level.