

**Continuing Professional Teacher Development:
The Case of Junior Teachers in one Rural Education
District in South Africa**

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ABSTRACT This article describes how teachers in rural junior secondary schools perceive current programmes for continuing professional teacher development (CPTD). The sample comprised 18 participants and utilized qualitatively analysed, semi-structured interview data. The results indicate that the strategies for implementing CPTD programmes for participants do not impact on their classroom practices. Participants are not motivated to attend out-of-school (off site) CPTD programmes, as they do not see the programme's impact on their teaching practices. The results equally suggest that teachers prefer on-school-site professional development programmes. The evidence suggests that participants have already started engaging in their own communities of practice in their schools. Contrary to expectations, the results reveal that District officials do not offer the expected support, nor do they visit the schools. In order to improve the effectiveness of CPTD programmes, teacher preferences pertaining to their development have to be considered by the education authorities. Some recommendations have been made.