



Challenges Experienced in Implementing School-based Continuing Professional Teacher Development in Fort Beaufort Education District in South Africa

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ABSTRACT This study employed an interpretive paradigm to investigate the challenges experienced by teachers in implementing school-based continuing professional teacher development in the Fort Beaufort education district in South Africa. Semi-structured interviews were administered to 40 participants from ten different schools. The findings of the study revealed that most of the participants were unable to implement continuing professional teacher development programs for various reasons, such as inadequate training in the implementation process, a lack of resource materials, and insufficient time for professional development initiatives. The results also revealed that the implementation of school-based continuing professional teacher development requires not only an institutionalised advocacy but also a deep reconceptualization in order to provide the type of support that is urgently required to meet the professional development needs of high school teachers in South Africa.