

Challenges of Continuing Professional Teacher Development in Inclusive Lesotho Schools

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ABSTRACT The purpose of the present paper is to explore the challenges of Continuing Professional Teacher Development (CPTD) in inclusive Lesotho schools. The study is based on the concept that many teachers in inclusive schools do not have sufficient knowledge and skills required for teaching in inclusive schools and that in the multitude of schools there is presumably the little understanding of disability, pedagogy and least desire to handle the additional challenges of teaching a diverse learner population. Challenges of CPTD were discovered within the Special Education Unit (SEU), the schools and within individual teachers. Some of the reasons stated are that they do not have time because of a heavy workload; they also feel that they are forced to implement inclusive education while on the other hand their views are not taken into consideration. The research was located within a qualitative paradigm, individual face-to-face interviews and focus group interviews were used to collect data from ten primary school teachers and one assistant inspector from the SEU. Themes and sub themes which form central focus of the study emerged during the analysis of data.