

The Effectiveness of Mathematics Professional Development in Swaziland

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ABSTRACT This study describes Mathematics Continuing Professional Development (MCPD) in Swaziland and outlines a study that was conducted to analyze the effectiveness of MCPD practices in the country. An in-depth study was conducted on 23 teachers who were purposively selected from 10 different secondary schools. The ten principals of the schools also participated in this study. Data was collected through semi-structured interviews. The teachers' experiences of MCPD were conceptualized and analysed according to the work by. The study revealed that teachers willingly participated in MCPD activities. It also revealed that principals did encourage and support MCPD activities provided for the teachers. However, the study revealed that teachers needed more time to get involved in MCPD activities and wanted to be given opportunity to participate in planning of these activities.