

**Development of Mathematics Teachers:  
Experience from Tanzania****Septimi Kitta***Mkwawa University College of Education, P.O. Box 2513, Iringa, Tanzania  
E-mail: sekitta@yahoo.com or kitta@muce.ac.tz***KEYWORDS** Continuous Professional Development. Mathematics Teacher. Teacher Education. Quality Education. Collaborative Study

**ABSTRACT** This paper highlights the pilot study on Mathematics Teacher Continuous Professional Development (MTCPD) programmes in Tanzania. The paper dwells on teacher professional development initiatives in the country for mathematics teachers by pointing out specific projects whose aims were to improve teacher classroom practices. The development of research instruments was done by the researcher and piloted in Tanzania. Though the findings from the pilot study showed the benefits of MTCPD, there were a number of challenges noted to have been inhibiting their full realisation. It was recommended that adequate funds be provided for running MTCPD programmes. It was also recommended that these programmes be conducted on regular basis and be able to reach all mathematics teachers in the country.