

Advances in the Provision of Mathematics Teacher Professional Development in Botswana

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ABSTRACT Advances have been made into mathematics teacher professional development to attempt to address the complexities of professional development provision in Botswana. This paper presents a pilot study that sought to investigate the provision of mathematics professional development in Botswana by focusing on the services of professional development providers, the teachers as participants of the programs, the process of professional development provision, and the outcome of professional development provision. Employing the qualitative method of grounded theory, data was collected through the solicitation of teachers' and providers' views with the use of questionnaires and document analysis of the programs. The findings suggest that professional development programs are in place but the major challenge in professional development provision is the participants' non-commitment and involvement in the implementation of the initiated objectives of the various programs proposed by the service providers.