

**The Role of the Principal in Facilitating Professional
Development of the Self and Teachers in
Primary Schools in South Africa****Vimbi P. Mahlangu**

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ABSTRACT This study investigates principal-teacher development in four primary schools in the Limpopo Province, South Africa. The rationale is to understand how principals develop themselves and their teachers to bring change in their practice through staff development. This study uses qualitative and quantitative approaches and the qualitative approach is more dominant. Four principals were purposively selected for the purposes of the study. Semi-structured interviews were conducted with the principals of the four schools and a questionnaire was completed by 89 educators in the four selected schools. The methods used in collecting data were through a semi-structured interview and a questionnaire. The conceptual framework of this paper was based on who is responsible for the initiation of staff development for both the principal and the teachers in the primary schools. What knowledge and skills do principals and teachers have concerning principal-teacher development in the school. Principals are developed through workshops