

Supporting Information Technology Teachers through Programming Professional Development: A South African Case Study

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ABSTRACT Currently, there are many challenges of preparing and supporting secondary school Information Technology (IT) teachers. In addition to increasing the number of IT teachers, there is a need of supporting those teachers to grow and to retain them as committed, quality teachers. This paper focuses on ways of supporting IT teachers through an intervention programme that supports and enriches teachers specifically in an area that poses most difficulties – programming. A case study of six teachers was used to explore the programme of intervention and determine the viability for future expansion to include more teachers in this form of professional development. Results indicate that teachers gained confidence in teaching programming and were willing to continue with the strategies in the future.