

## **The Effects of Staff Development on Pedagogical Practices of Mathematics Teachers in Gokwe South District in Zimbabwe**

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**ABSTRACT** Mathematics is one of the key subjects of the school curriculum and yet people continue to perform badly in the subject in public examinations. Good learning by students reflects good teaching by the teachers and as such several initiatives have been put in place to conduct staff development workshops with teachers so as to capacitate them in the pedagogy of mathematics education. This study was, therefore, set up to investigate the effects that staff development have on pedagogical practices of mathematics teachers in the Gokwe Central Secondary Schools (GCSS) cluster of Gokwe South district in Zimbabwe. This study adopted a case study design in which purposive sampling was used to select one cluster from the population of seven clusters in the Gokwe South district. Data pertinent to the study were allocated through questionnaires and interviews. The study sample comprised of the mathematics Education Officer (EO) in the midlands region, 16 mathematics teachers and 8 Heads of Departments (HODs) from 8 schools. Data gathered were presented and analysed at the descriptive level. The study established that as a result of staff development programmes, there were significant changes in the way teachers in the cluster schemed and planned their work, organised their teaching content, organised their classroom environment and assessed their pupils.