

## **Teacher Professional Learning: An Analysis of Teachers' Views on Their Professional Content Knowledge**

**Simangele Mkhwanazi**

*Department of Educational Leadership and Management  
E-mail: mkhwats@unisa.ac.za*

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**ABSTRACT** The study sought to capture teachers' views on their professional learning. It was a qualitative case study. Six teachers from two different teacher clusters participated in the study. Data were analysed through thematic content analysis. Findings indicated that participants displayed adequate understanding of their professional practice and the variables that enhance or hamper it. A recommendation to pay attention to teachers' voices in the creation and design of their professional development programmes was made.