

ABSTRACT

The educational successes of students are inextricably linked to teacher professional development. In Sri Lanka, School-Based Teacher Development programmes have lately been adopted at the school level. The purpose of this study was to determine the level of awareness of teachers regarding the School-Based Teacher Development Programme and their participation in the programme. It was also attempted to determine the types of activities carried out in schools as part of the School-Based Teacher Development programme. The study used the survey research design to collect data from a random sample of 48 teachers and 13 principals and two administrative officers from Mathugama Education Zone of the Western Province of Sri Lanka. For data analysis, frequency and percentage were employed. It was observed that the teachers in the Mathugama Education Zone were aware of the School-Based Teacher Development Programme and numerous activities are implemented at their schools, according to data analysis. However, teacher engagement in some activities highlighted in this study through which teachers may gain hands-on experience linked to their job was low. Accordingly, the researcher proposed that the school administrators need to find out the factors affecting or the reasons behind the low level of teacher participation in some activities. In the meantime, the researcher recommends the introduction of sustainable mechanisms or techniques to facilitate school principals organizing and implementing a variety of School-Based Teacher Development Activities to ensure teachers' participation and thereby positively impact teacher development at the school level.

Key words: Evaluation, implementation, School Based Teacher Development (SBTD), professional development