

## **Development of Schools for All: Challenges and Opportunities in Teacher Education in Zimbabwe**

By

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### **Abstract**

*The study sought to find out teachers' views on the restructuring of teacher development programmes in Zimbabwe to suit inclusive classrooms. The study also sought to identify opportunities and constraints in development of schools for all in Zimbabwe. A descriptive survey was conducted using questionnaires as data gathering instruments. Data analysis was done using descriptive statistics. Research findings indicated that the effective way of training in special needs education (SNE) is in-service training. If pre-service, it should have bias towards inclusion. SNE training should be on-going or continuous after the basic training in teacher education. Resource shortage, (human and material), lack of specific legislation and negative attitudes were some of the challenges encountered in attempts to restructure teacher development for meaningful inclusion. A number of recommendations were made including the following. There is need to include SNE in all teacher education training courses at both diploma and degree programmes. In-service training backed by part-time learning should be offered to all teachers to provide them with adequate training knowledge skills and techniques to manage the diverse learning needs of children with SEN. The existing teacher education curriculum of having a component of SNE in teacher training colleges and universities to regular school teachers should be restructured to suit the inclusive objectives.*