

A Model of In-service Professional Development for School Principals in Namibia

John Mushaandja
University of Namibia, Windhoek, Namibia

This study investigates how to train school principals focusing on improving their professional development areas. It is a descriptive qualitative study. The sample comprised a small, but information-rich group of respondents: three principals and four professional developers of principals. The most striking finding was the necessity for the professional development needs of principals to be analyzed and categorized into professional development areas that included: knowledge and skills, attitudes and values, and actions and behaviors. Analysis and categorization of professional development needs are necessary to ensure that correct areas of professional development are identified and developed using appropriate professional training strategies. The paper concludes by suggesting a model for training of all three professional development areas of school principals.