

**AN INTEGRATED IN-SERVICE PROFESSIONAL DEVELOPMENT MODEL PROPOSED  
FOR AGRICULTURE TEACHERS: IMPLICATION FOR IMPROVED IPD  
POLICY AT THE CENTRAL REGION OF BOTSWANA**

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**ABSTRACT**

This paper presents a conceptual model generated as part of the major mixed methods study, which among others, intended to point at changes that could lead to improved In-service Professional Development for agriculture teachers in the Central Region of Botswana. The study explored the views of all 247 agriculture teachers in the region and 8 Education Officers on how they found IPD opportunities in the region. Structured questionnaires ( $r= 0.89$ ) and face to face interviews ( $n=32$ ), which were subjected to a series of reliability checks, were used to gather data for the study. Part of the recommendation was the need to adopt an Integrated IPD model which this paper publicises. The proposed conceptual model is found to be having far reaching implications for IPD policy at regional and national levels in Botswana.

**KEYWORDS:** Agricultural Education; In-Service Training; Model & Professional Development