

Teacher professional development

[Education](#)



This article focuses on the educational system that is embedded currently in Guinea-Bissau, that is a third-world country, which struggles to embed an educational program for its young generation. This program is designed to assist the young developing kids in an unstable environment in which corruption plagues the system. The focal point of this program is to harness the learning of the students by providing them with proper education nurture and nature. Another element of the program is to develop leadership skills for students to explore new avenues of their personalities and attributes. Without a doubt, this is a great program to harness learning. As of now, no other educational institutions are taking a proactive approach towards this active learning. Hence, any foundation to cultivate learning is a good one. Moreover, it stimulates a social environment in which children have the appropriate environment to nurture themselves. Therefore, this program is necessary to continue and improve the system in the long-run.

One of the main challenges of this program is that it is very dynamic, and does not possess a straight forward curriculum. Since there is no standardization of the curriculum, it becomes a challenge to embed these programs holistically. Additionally, many teachers and students lack the correct resources to train their students. This creates an ambiguity of a mutual symbiotic relationship in which students do not fully comprehend teachers. Another element towards the weakness of the program is culture. Culture forbids asking questions, which in essence creates a barrier for students to challenge thinking and grow their intellect. In order to rectify this, it is crucial to have an open dialogue between students and teachers that creates an aura of symbiotic learning.

Works Cited

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