

GENERAL INFO

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Teacher Professional Development and 21st-Century Skills:

A Prospective Approach

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Abstract

This research looked at a school-based professor professional growth program as it was planned, designed, and delivered. This article focuses on four self-sufficient but interconnected aspects of the research. When faced with a challenge, most pupils' abilities to solve problems focus on finding a remedy. This article investigates the components of Learning 4.0 in education that have been incorporated into contemporary skill frameworks and analyses education and learning methodologies as well as the main stakeholders who have been influenced. We conducted a review of the systematic literature (SLR) using research objectives to discover studies addressing 21st-century frameworks globally, determining which teaching-learning techniques incorporate 4.0 elements, their learning measurements, and the intended participants. This is reasonable, yet some literature contends that discovering a problem factor is the best method to fix an issue. Furthermore, there continue to be children who are critics and want to avoid the topic altogether. This concept is briefly examined at the end of the review. Naturally, so that the instructor learns useful experience. As a result, the Organizer Instructors program not only helps teachers to grow their social competency, but it additionally lets them enhance their professional skills.

Keywords: teacher professional development, students, education, 4.0, teaching and learning, organizer teachers, 21st century

Level 1 Heading

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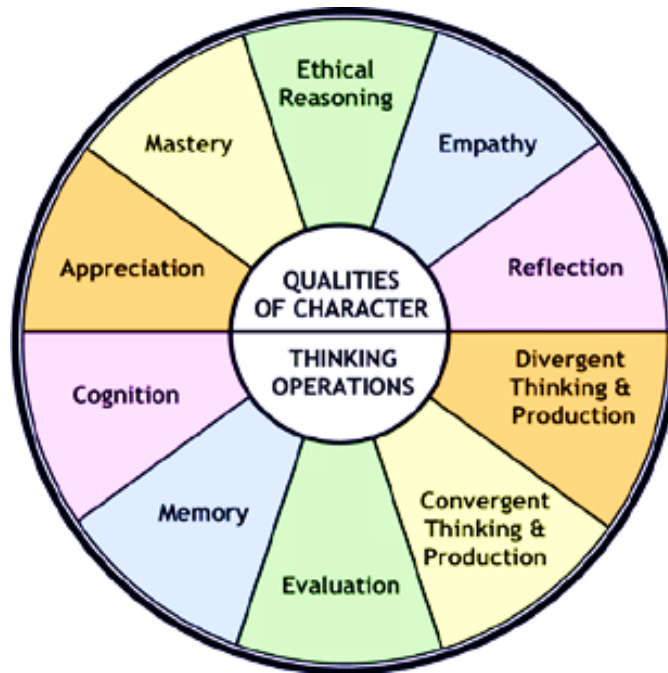
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Figure 1

Organizer Instructor's Program Outcomes



According to the conceptual framework above, the notion of driving professors leads to three essential components: a training program to locate the precu....

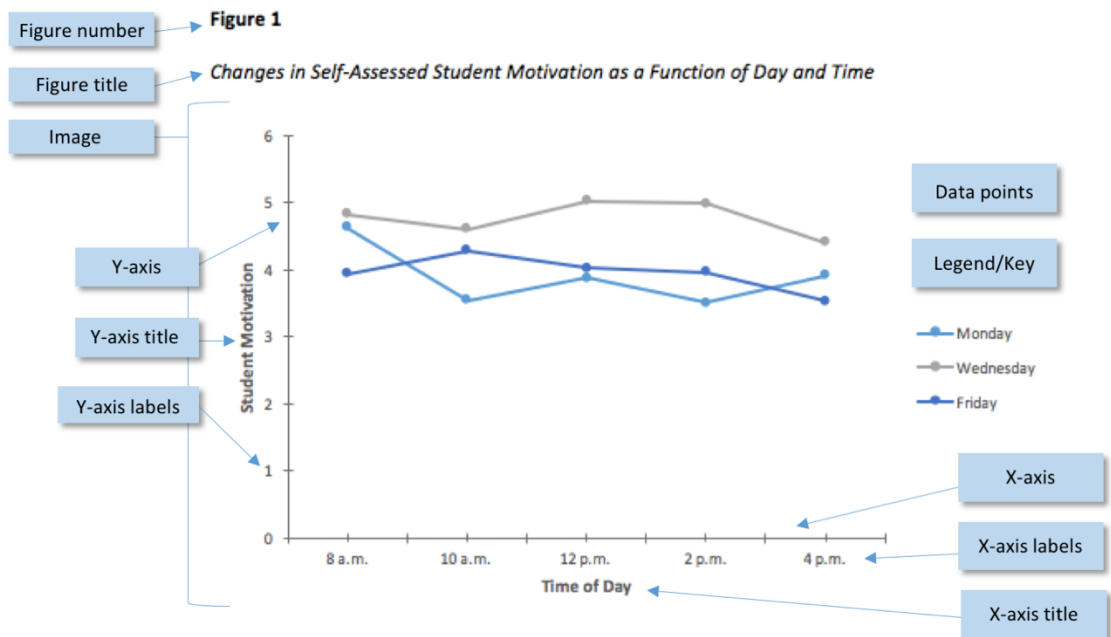


Figure notes

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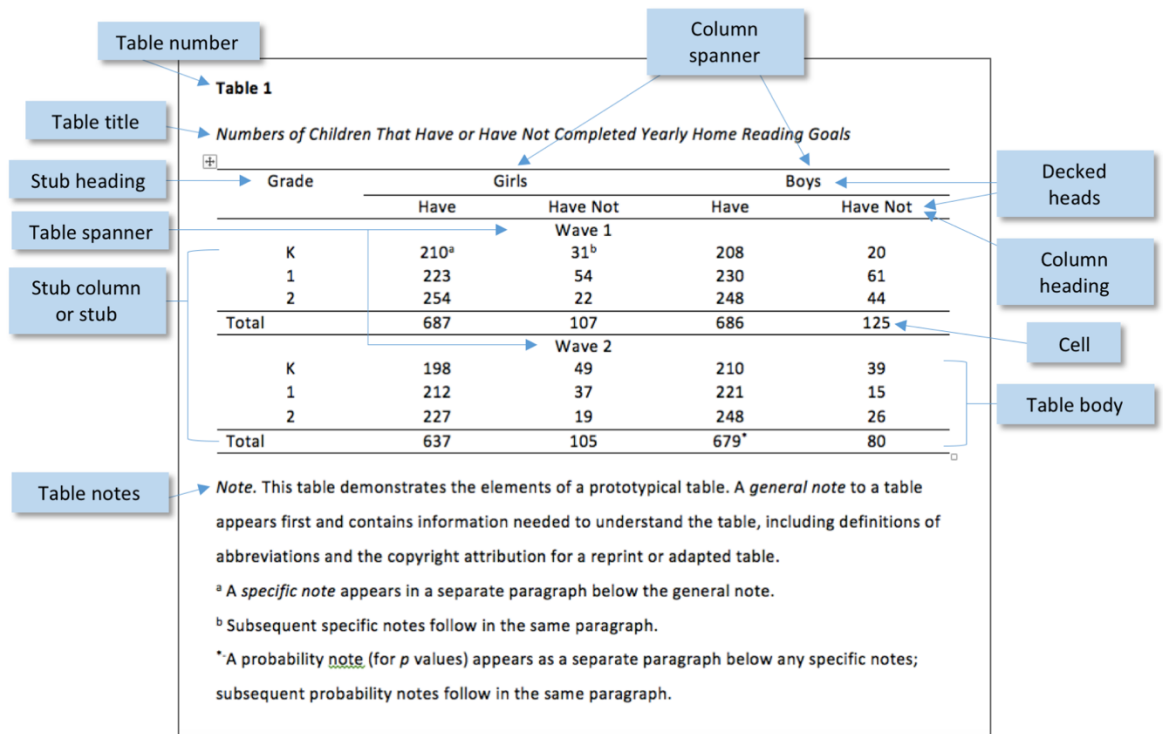


Table 1

Grouping of Prospective teachers at secondary level based on the scores of Logical thinking skill

Group	Number of prospective teachers at Secondary level	Percentage
Low	26	24.52%
Average	60	56.60%
High	20	18.86%

Conclusion

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