Profile - Issues in Teacher's Professional Development

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Sinopsis

Welcome to the fifteenth volume of our journal which, as pointed out by Wells (2009) aboye, is committed to the enhancement of education. In connection with this goal, we cannot assert that a publication like ours can measure the extent to which such improvement has been accomplished. Nonetheless, most of the works included in our issues provide accounts of pedagogical interventions and in quiries carried out within the premises of given educational contexts. In turn, the satisfaction ofhaving attained the goal of getting published adds to the many experiences we gain when we participate in innovative and/or research projects. This is expressed or inferred in the authors' reflections as well as in studies we have conducted in order to examine the genesis and evolution of our journal. Also, the same has been confirmed by academics based in other countries and by academic forums. In all those cases, the authors' perceptions, which have provided feedback on the processes they have gone through to get their manuscripts published, have proved valid to inform about teacher growth. It is hoped that their efforts do not only get recognition in institutional indicators needed to get accreditation, but get rewarded via more funding for project development, better working conditions, and consideration when defining educational policies.Melba Libia Cárdenas B.



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