



Professional Development Programmes for Kindergarten Teachers and Their Impact on Classroom Environment Quality in Rural Mozambique: A Theoretical Framework

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Abstract

Kindergarten teachers play a crucial role in early childhood education in rural Mozambique, where resources and support can be limited. Theoretical synthesis will guide the creation of this framework, integrating existing literature on teacher training, early childhood education, and environmental factors impacting child development. This theoretical framework will provide a solid foundation for future research and policy recommendations aimed at enhancing early childhood education quality in rural Mozambique. Investment in targeted professional development programmes tailored to the needs of kindergarten teachers should be prioritised to create conducive learning environments that support child development.

Keywords: *Africanization, Developmental Psychology, Ethnography, Framework, Institutional Change, Methodological Reflections, Socio-cultural Adaptation*

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