

Abstract

The purpose of this study is to investigate the factors that can promote a teacher's professional growth by analyzing the changes in the professional development of two primary school teachers in Macao, May Pou and Ka Ka (pseudo name). The qualitative research approach was adopted in scrutinizing the data collected from their autobiography, stories in teaching, weekly records, as well as formal and informal interviews. Participant observation and kinescope were also employed for data collection.

Integrating the literature reviews with the analysis results, this study reports the following findings:

(a) Individual Factors

1. A teacher's growth experience influences his/her personality;
2. A teacher's life history influences his/her teaching practice and thinking pattern;
3. A teacher's reflection in different dimensions can be improved with educational experience.

(b) External Factors

1. School culture incites self-development progress in a teacher;
2. Administration leadership of a school facilitates the teaching practice development of a teacher;
3. Communication between colleagues improves the reflectional sense and ability of a teacher;
4. Re-freshing programs facilitate the self-development of a teacher.

Finally, several recommendations are included for reference of individual teachers, school administrators, educational authorities, and for further studies.