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GLOBAL EDUCATION INFLUENCE
PROFESSIONAL DEVELOPMENT
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Potential Development

“Community Enhanced”

Home Community



Class Community



School Community



A School in USA During Teacher's Appreciation Week

Potential development does not only involve the child or leave all the possibility of development to him or her. Community, as revealed by the latest studies in early childhood education, plays a fundamental role in service of exploring and empowering potential of a child.

Home, class, and school are three types of communities that help children widen their scopes of world discovery in a clear process for self-discovery. In the first newsletter, many examples were given to show how parents can foster creativity and potential in ways that can be well-designed or even unplanned. The result is almost similar in its efficiency when children find free space, time, tools and encouragement within the walls of their cozy homes.

In some cases, some parents need help to figure out their children's potential, since it is not concrete and consequently, might not be easily discovered. Early childhood experts can help in such cases. But the easiest way is asking the children what they like, showing them a variety of talents and activities, and trying to elicit from them an interest, a talent or a skill. It may be needed to draw the attention that enforcing a skill because another relative or friend child has it, is more harmful than helpful.



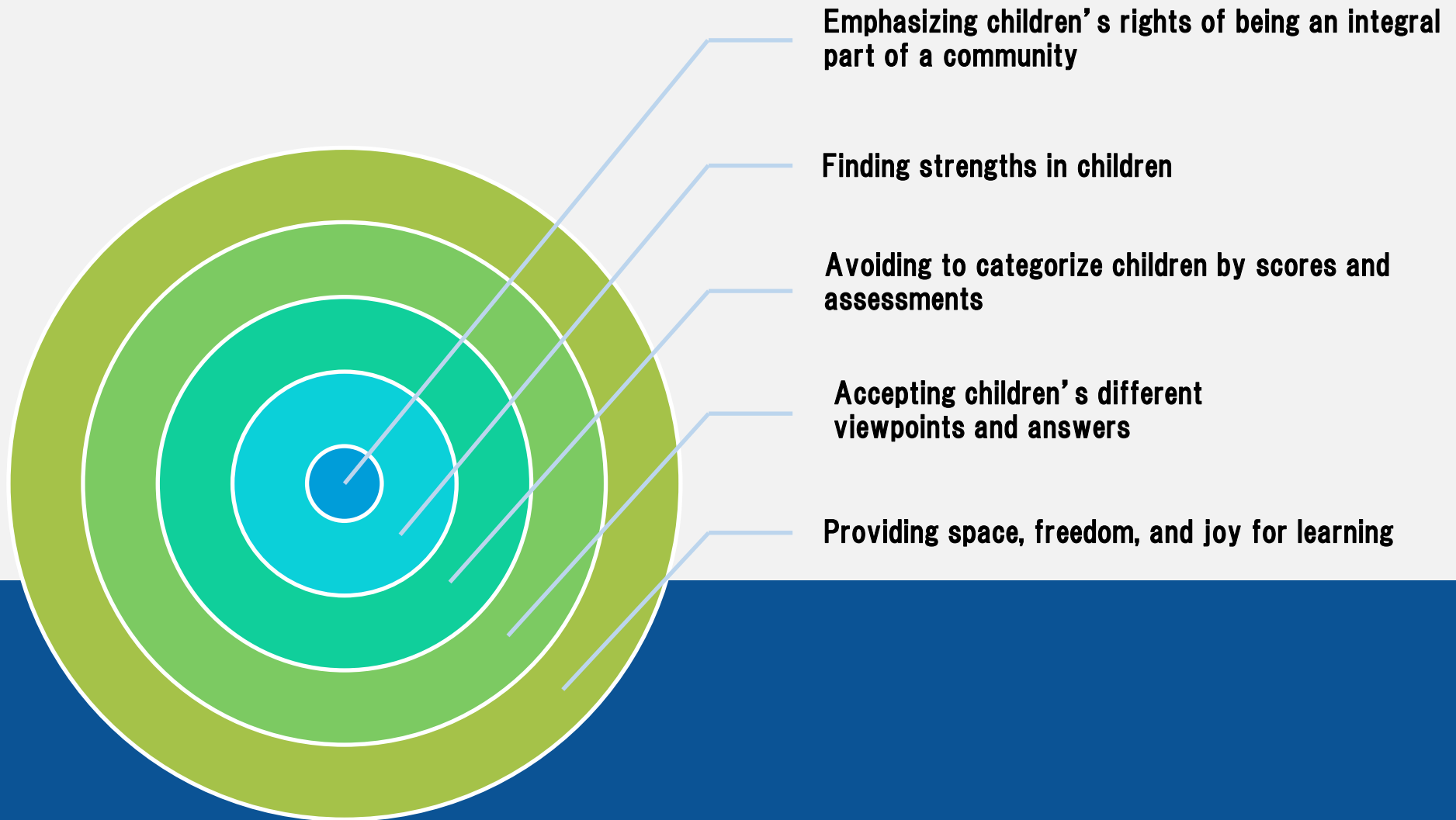
MISSION



VISION

Class and school communities foster potential when they offer space, time, tools and encouragement as well; however, this process is governed by various factors. What usually comes first in its consideration for potential endorsement is the school community. As it is known, such goals and objectives are usually part of the school's vision and mission, so schools are seen to implement these statements throughout their entire school. It is not always done completely and may not be done even partially, but the concept of an approach is expected to be a key area in a school's overall plan.

Leadership in this context is expected to train the staff so that a simple and right method for identifying these abstract or hidden skills and talents, and work on plans or action outlines to help them emerge and flourish. Principles for potential development in schools can be seen in this diagram:



Schools, both leaders and teachers, have though a very critical point to consider – that of recognizing ALL children. Unfortunately, in many school environments, only a small category is noticed. The smart, quick-to-answer, easily creating children are endorsed, whereas many, who display less, are not ! This is what opposes the concept of potential development environment in schools.

Some cases even find it difficult to persuade the children of their strengths. In other words, children cannot access their full self-esteem, which is indispensable in the overall development of the children's potential. Lack of encouragement is dangerous because for many children, if their achievements are not noticed and shared, then their self-worth becomes questionable.

Another challenge in a class or school community is encouraging talents and interests for a while or at the beginning, and then later through the year, forget it or regard it as an activity that was given attention at the beginning and after that, ending it.

IS & IS NOT

Potential supporting community is ..	Community is NOT supportive of potential development when it ..
Well-knowledgeable about education and researches related to potential development	does not expose itself to the latest researches and new approaches related to potential development
keen at acknowledging every child's talent	does not care or know how to address every child's talent
keen at acknowledging every child's interest	does not care or know how to address every child's interest
flexible and open to new ideas	is rigid and fixed within its own framework
always fostering curiosity of a child	stifles a child's questions and restricts movement and exploration
always designing plans to have heterogeneous classes	finds it easier to have same level-same abilities or homogeneous classes

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