

## **Part II**

# **Teachers as Self-Directed Learners: Active Positioning Through Professional Learning**

### **Reconsidering Features of Practice Which Frame Accepted Approaches to Teacher In-Service Programmes**

This section begins to unpack the findings of the study and identifies three categories that defined the concept of teacher self-directed learning: self-efficacy, aligning reasoning with action and valuing emerging expertise. All the operational features identified in chapters within this section are those that contributed to the development of one or more of these categories. A range of identified operational features collectively formed an overall strategy to position teachers as self-directed learners so that the impact of each operational feature was therefore dependent upon the effectiveness of other features and it was this interconnectedness that framed the overall programme design. This section of the book attempts to clearly convey the nature of these features and how each influenced teacher learning.