

## **Part III**

# **Positioning Teachers as Self-Directed Learners**

### **Reframing the Nature and Intention of Programme Learning Experiences**

This section examines how certain learning experiences in this PL programme enabled teachers to explicitly explore and understand more about their professional knowledge. Each chapter examines in turn the particular learning experiences and facilitator support that enabled teachers to shape their practice in ways that were personally meaningful and contextually relevant. As a consequence, teachers developed a deeper understanding of the complex interconnected personal, interpersonal, contextual and technical dimensions of their practice. This section positions content focus and learning experiences as important considerations when creating conditions that enable meaningful self-directed teacher learning. It is argued that PL programmes can effectively provide learning experiences that privilege and build upon teacher professional knowledge in ways that enable participants to become active proponents of their own professional expertise. While this is a complex process, this section argues that it can be achieved when learning experiences are closely aligned with very clearly stated learning intentions.