

Part IV

Explicating Teacher Learning: Going Beyond Tasks

Understanding the Nature and Implications of Teacher Self-Directed Learning

This section attempts to clearly convey the nature of teacher self-directed learning by focusing on the processes and learning outcomes of the many decisions teachers undertake to inform their practice. This section seeks to understand the nature of teacher learning by moving away from the more traditional view of behavioural objectives being indicators of learning to a broader base that incorporates the processes of teacher decision making as a determinant of learning. The professional knowledge and expertise that emerges from teachers' decision making relates to the construction of new understandings, and this section examines how such thinking can be tracked, documenting learning and potentially adding value to school operations and student learning outcomes. In doing so, this section also outlines how teacher self-directed learning requires certain obligations from schools and education sectors to acknowledge and value the new knowledge teachers generate.