

Chapter 9

Nurturing Adaptive Educators: Integrating Reflective Practice and Self-Directed Learning in Student Teacher Development

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Summary

Encouraging reflective and self-directed learning among student teachers during their work-integrated learning (WIL) is essential for fostering professional growth, enhancing pedagogical skills, and instilling lifelong learning habits. Through reflective practices, student teachers can critically assess their experiences, recognise strengths and areas for improvement, and make informed adjustments to their instructional strategies. Additionally, the development of self-directed learning empowers them to take ownership of their professional journey, set learning goals, seek resources independently, and adapt to the evolving educational landscape. This chapter examines strategies for nurturing reflective practitioners to be adept at self-directed learning, highlighting the significance of cultivating a culture..