Title of Abstract

*Teachers as self-directed learners – active positioning through professional learning*

Dr. Kathy Smith, Monash University, Australia

**Brief Abstract**

This study conceptualizes professional learning as what teachers as professionals do and as a result learn about their own knowledge of practice. It therefore assumes that such learning must be situated as an individual experience. To this end, research was undertaken to strategize the conditions that position teachers as self-directed learners within an external professional learning program. Teacher expertise and professional knowledge was explicitly valued. The data analysis strategized a number of key operational structures that positioned teachers as self-directed learners. These structures were significant in creating conditions that enabled teachers to notice and attend to their practice in ways that were both personally meaningful and contextually relevant.