

**Learning by ‘Discovering’ in Learning to Teach: A Beginner Teacher’s Experiences  
of Repositioning the Personal-Professional Selves through Community, Citizenship  
and Pastoral Care**

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**Abstract**

In learning to teach, beginner teachers are tasked with the responsibility of building positive relationships with their students, colleagues, parents, and other key stakeholders, thereby embracing a mentorship model. Moreover, they are expected to develop crucial skills such as adaptability, critical and creative thinking, problem-solving, and leadership. Thus, a progressive transition into the teaching profession has positive and sustainable benefits for beginner teachers, their students, and education systems. However, due to the lack of structured induction and mentorship programmes, beginner teachers often find themselves needing to navigate the uncharted terrains of the teaching profession on their own. Framed within autoethnography as a methodological choice and grounded in self-directed learning (Burksaitiene et al., 2021; Knowles, 1980), this study contributes to our understanding of a recent beginner teacher who took the initiative in self-directed learning as he embarked on his journey as a newly appointed teacher. It argues that through self-authorship, a beginner teacher’s personal and professional identities can be reimagined by eliciting meaningful learning through community, citizenship, and pastoral care in teacher education.

*Keywords: Beginner Teachers; Learning to Teach; Repositioning; Personal-Professional Selves; Community, Citizenship and Personal Care; Teacher Education*