

[DOI: 10.20472/IAC.2019.048.012](https://doi.org/10.20472/IAC.2019.048.012)

**CHARLENE DU TOIT-BRITS**

North- West University, South Africa

## **THE EDUCATOR AS A SELF-DIRECTED LEARNER AND AGENT**

### **Abstract:**

Self-directed learning (SDL) is indispensable in education and teachers (all subjects included) have an important role to play in supporting students to obtain the appropriate skills for SDL. To see to this, teachers need to know what SDL entails; they need to be prepared for it, and they need to be willing to apply SDL in their teaching and classrooms. The author argued further in this theoretical paper that teachers need to establish the groundwork of SDL, provide on-going support, provide students with tools for self-managed learning, construct a co-operative learning environment where the teacher assists to encourage the learners' SDL experience, facilitate learners' initiatives for learning and to assist as a mentor rather than an instructor. Consequently, teachers need to create the longing in students to take the initiative for their own learning, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies and evaluating learning outcomes (Knowles, 1975). SDL has thus many benefits, also for teachers. However, acquiring the necessary skills is dependent on teacher's preparedness and willingness for SDL.

### **Keywords:**

control,  
learning,  
teacher,  
self-directed learning,  
self-directedness,  
students,  
continuous – lifelong learning.