

**Learning by ‘Discovering’ in Learning to Teach: A Beginner Teacher’s Experiences
of Repositioning the Personal-Professional Selves Towards Inclusion in Teacher
Education**

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Abstract

As they transition from higher education to the realities of the classroom and the whole school context within the teaching profession, beginner teachers are confronted with challenges regarding proper guidance on learning to teach. This issue is exacerbated by the absence of comprehensive induction and mentorship programmes (CIMPs), specifically designed to help these teachers navigate their new roles. Furthermore, learning to teach in an era where students bring multiple diversities—such as intellectual, physical, spiritual, emotional, and social—has created an even more complex model. Therefore, teachers are required to develop a systematic framework for including all students in the mainstream curriculum, ensuring equitable access, participation, and support to enable them to reach their maximum potential and strategic targets. Framed within autoethnography as a methodological choice and grounded in self-directed learning (Burksaitiene et al., 2021; Knowles, 1980), this article argues that CIMPs are significant in preparing beginners to actively engage in reflective practice and implement inclusive approaches into the curriculum, thereby raising awareness of diversity, inclusivity, and equity. By focusing on the personal and professional development of beginner teachers, diverse learning ecosystems and a sense of belonging that fosters social justice within academic settings can be realised.

Keywords: Beginner Teachers; Inclusion; Learning to Teach; Personal-Professional Identities; Repositioning; Teacher Education