

**Developing Practice: A Particular Challenge for Teacher
Development through Distance Education, Especially
in Rural Areas**

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ABSTRACT This article attempts to provide a nuanced understanding of the implications of policy requirements set at a national level for a particular student audience – namely teachers based in rural schools and studying through distance mode. Adopting a qualitative, hermeneutic process of enquiry, the article explores the synergy or lack thereof between the policy discourse and the lived experience of teacher students. The apparent disjuncture between decontextualized policy and actual experience suggests the need for an approach that engages and models rather than dictates and imposes. The paper concludes with some suggestions on how such an approach might be conceived.