



From professional learning to practice for VET teachers

What this guide covers

This guide outlines practical ways to translate professional learning into teaching practice and the organisational conditions that help sustain change.

Activities to support

Four key activities can support the transfer of professional learning into teaching practice.



1 FORMAL SHARING

What it involves:

Share key learnings from professional development through presentations, emails, reports or meetings.

Why it helps:

- Deepens understanding by explaining ideas to others.
- Strengthens retention and exposes colleagues to new strategies.
- Builds a culture of shared practice.

Examples:

- Brief team presentations
- Sharing resources or notes
- Discussing practical applications in meetings



2 ONGOING CONVERSATIONS

What it involves:

Continue conversations with colleagues, managers and peers to support implementation and refinement.

Why it helps:

- Generates new ideas and perspectives.
- Supports collaborative problem-solving and reflection.
- Builds peer support through ongoing dialogue.

Examples:

- Peer discussions after training
- Team meetings on teaching strategies
- Informal conversations with other teachers



3 INCREMENTAL CHANGES

What it involves:

Introduce small changes over time rather than attempting major changes all at once.

Why it helps:

- Makes change more manageable.
- Allows teachers to monitor impact and refine practice.
- Builds confidence and supports sustainable change.

Examples:

- Trial one strategy at a time
- Adjust lesson delivery gradually
- Test different ways of explaining concepts



4 REFLECTIVE PRACTICE

What it involves:

Think critically about practice before, during and after professional learning to support the application of new knowledge and skills.

Why it helps:

- Encourages purposeful learning and deeper understanding.
- Helps identify what worked and what needs improvement.
- Supports ongoing improvement through informed decisions.

Examples:

- Set goals at the outset
- Consider key learnings during and after professional learning
- Evaluate and refine practice over time

Providing a supportive culture

Training providers can help sustain change through the following enabling conditions.

ALLOWING TIME AND SPACE



Why it helps:

Workload pressures can limit opportunities to apply new skills.

How to achieve it:

- Provide time within work hours to reflect and apply learning.
- Reduce workload or provide administrative support.
- Create opportunities to collaborate and share insights.
- Align professional development with authentic teaching challenges.

PROVIDING FLEXIBILITY AND TRUST



Why it helps:

Fear of failure and rigid delivery requirements can discourage changes to practice.

How to achieve it:

- Foster a culture of continuous improvement led by organisational leaders.
- Encourage experimentation with new approaches.
- Provide a supportive environment for questions, guidance and learning through trial and error.

FOLLOWING UP AND MEASURING CHANGE



Why it helps:

Limited follow-up and monitoring can reduce motivation and diminish the value of professional development.

How to achieve it:

- Provide follow-up to support application, reflection and knowledge sharing.
- Measure capability development using mechanisms such as capability frameworks, teaching observations and student feedback.