ANZSOG RESEARCH INSIGHTS

Practitioner-Led Learning for the Australian Public Service

A Literature Review

Australia & New Zealand School Of Government

Practitioner-Led Learning for the Australian Public Service

Authors
Dr Subho Banerjee
Dr Patrick Brownlee
Dr Julia Richardson

Original report prepared: November 2022
Updated: 5 May 2025

DOI: 10.54810/YQUE8437

ANZSOG Research Insights ISSN: 2653-7281

For further information on the ANZSOG Research Insights series and the commissioning of this report: research@anzsog.edu.au

Suggested Citation:

Banerjeee, Brownlee and Richardson (2022 [2025]) Practitioner-led learning for the Australian Public Service: A Literature Review, ANZSOG Research Insights No.46. Melbourne: ANZSOG, May 2025.

Contents

Summary of Conceptual Insights

Practitioner-led Learning is an established teaching and learning strategy for professional learning. It takes various forms and terminology but the principle of learning from those with expertise and experience should be part of workplace and professional learning approaches. In general, learning designs that include authentic examples and expert insight and commentary are positively rated and regarded for workplace and professional learning.
A challenge concerns the supply, or availability of relevant experts, whether as individuals providing vignettes in a structured lesson or as facilitators of a learning event or course. Drawing on current employees to share expertise within their organisation needs both a willingness and time to meaningfully offer expertise to others.

Practitioners as educators: Insights from the literature concern how these practitioner-educators are selected, when and where they are engaged, their contributions to a learning design (a workshop, lesson, or course) and their role and skill as an educator. Literature however is limited in terms of evidence of how practitioner-educators are best inducted, mentored, develop their own community of learners, etc.

Adult Learning: To design and implement effective PLL first requires an understanding of how people, adults, learn. Adult learning principles are vital to understand how workplace professional learning should be designed and delivered. A central principle is that adults draw upon their own accumulated experience to make sense out of information they aim to acquire. Their experiences are also rich sources for learning – in other words, every employee can be a practitioner-educator for themselves and their peers.

Learner centredness: Advances in teaching and learning theory have seen a shift from passive teacher-centred models to an emphasis on learner-centred approaches. This is especially relevant for adult learning because of the accumulation of experience adults draw upon as they learn.

Tacit knowledge: Adults both think and do. They accumulate and analyse knowledge about practice although this can be internalised. That knowledge may be given to others directly to solve a workplace challenge without that knowledge being transferred or shared. Organizational culture plays a role in helping to share this 'tacit' knowledge. Developing and promoting a learning culture throughout an organisation is key to sharing knowledge.

Skills and Capabilities: Teach for capabilities over specific skills that can change or be outmoded. Capabilities enable the acquisition of skills. Self-directed, informal and peer learning can also be enabled to acquire specific skills. By developing capabilities, such as creativity, decision-making, judgement, critical analysis, reflection, negotiation, and affective skills, individuals are enabled to approach their work meaningfully (sense-making) and contribute to organisational functionality as a member of their workplace and professional communities.

Section 1: Introduction

This literature review was prepared by ANZSOG for the APS Academy as part of a broader research project on Practitioner Led Learning (PLL) at the APS. Overall, the review found broad support for practices that could be characterised as PLL in the context of professional development and in the development of a culture of continuous learning.
In this literature review we examine key thinking on learners and learning, with attention to adult learning (andragogy) and professional development, before identifying some challenges and strategies public sector organisations should consider when implementing PLL and when supporting professionals to engage in their educational journeys. This broad overview of key literature brings together a variety of perspectives on the evolving relationship between theory and practice in the context of practitioner-led learning.

PLL at the APS

APS Learning and Development Strategy has ambition to build a culture of continuous learning with APS employees at the centre and in control of their career development. This strategy is intended to create the conditions for the acquisition and growth in skills, knowledges and capabilities that define APS craft and what it means to be a professional in the contemporary Australian public service. There is a breadth and depth to this knowledge and capability growth that if unrecognised or unsupported can impact the attraction and retention of talent.

The APS approach in fostering a culture of continuous learning is articulated in key documentation as:

- Embedding practitioner-led learning at all stages of design, delivery and evaluation
- Shifting mindsets about learning to be inclusive of a range of experiences (including on the job, access to points of need resources, learning from people and through programs and events
- Adopting an APS-wide approach to learning, leveraging existing expertise and resources within the ecosystem
- Building an evidence-based approach to setting APS learning priorities, design and investment (APS, Compass, 2022, p 13).

A productive area for research and development concerns practitioner-led learning (PLL): how PLL is defined and how it is utilised, and its connection or logical integration with the goal for continuous learning in the APS.

What is practitioner-led learning?

The APS defines practitioner-led learning (PLL) as “experts guiding the learner with professional an applied knowledge and practical tools” (APS, Learning and Development Strategy 2022). While the practice of learning from experts and practitioners is used in many professions, there is not a widely used/agreed upon definition of PLL as a specific rendition. In the context of the APS, we adopt a broad view and suggest that PLL encompasses the exposition and sharing of work-related knowledge and skills learned via informal through to formal modes. This kind of learning may range from collegial, peer-based learning to study facilitated or directed by designated ***practitioners-as-educators***. Correspondingly, the role of a *practitioner-as-educator*[1] may range from, for example, informal

[1] Hereafter, ‘practitioner-educator’.

mentor, critical friend, through to workshop facilitator and formal 'classroom' instructor. There are implications in this dual role that are often as tacit as the practice knowledge held – designing, facilitating, or delivering learning requires its own skill set and often not anticipated as a professional practice.

PLL in this framing is a recognised strategy supporting professional and organisational learning. Evidence-based studies on what PLL is and its efficacy are disparate. Practices that could be characterised as PLL are found in the literature on organisational learning, professional development, cooperative/collaborative learning, communities of practice, experiential learning, and work-integrated learning. Relevant literature that validates learning from experts is found in professions such as teaching, medicine, and business leadership. The work in these areas demonstrates the value to the learner, but additionally, there is a value to the organisation: Knowledge that has accumulated within the organisation is a resource when codified and shared.

The use of practitioners in professional development training/education is well documented (Allen et al. 2022). For professions and industries engaged in ''knowledge work'' (Barends, 2022; Markauskaite et.al 2015;) PLL is an articulation of the value and credibility (both real and perceived) of practitioners in terms of the insight and experience that they can bring to supporting professional practice. However, **theories of learning indicate that being an expert does not automatically equate with effective transmission or sharing of that expertise.** The ability to identify, codify and share knowledge as a 'veteran' or expert requires some form of reflection, analysis and ordering of appropriate information. Teaching what one knows to others in learning-oriented organisations is also shaped by learner-centred education principles and practices of collaboration, co-design and co-generation (Simons et.al, 2001). How knowledge is transferred, as much as learning content, matters. This can be a challenge in any organisation where productivity is measured in terms of available time, or where material and cultural resource constraints persist. Hence, learning culture is both an individual and organisation-wide dynamic.

PLL in Public Policy

PLL is incorporated in public policymakers' professional development as well as in graduate and undergraduate programs in public policy/administration at universities internationally. Here, PLL provides authentic insights into "increasing levels of uncertainty and complexity in problem solving" and the realities of working in positions that are ever changing and often "undefined" (Adriansen and Knudsen, 2013, p109). Underlying this educational design choice is an understanding of the need/demands particular to the public policy/administration context – including institutional knowledge, the 'craft' of policy design, operating in a political context, dealing with novel problems, and institutional stewardship (Manwaring, Holloway and Coffey, 2020). In this sense, PLL as learning from senior public policy practitioners/experts is addressed in the literature, particularly in regard to preserving and harnessing both the institutional knowledge and the tacit skills of those who have made careers of practicing public policy (Manwaring et al. 2020, Reimer et al. 2021). However, as a learning strategy, this is not something that can be left to chance, where junior staff members are expected to absorb the information/experience on the job. There needs to be a conscious consideration of where knowledge comes from and how it is shared, passed on and developed.

A concern is that there has been insufficient attention given to how these relationships should be developed and how to utilise the skills and knowledge of practitioners and professionals. Designing learning and educational opportunities that are informed by research and practice, and which cater to both the institutions of public policy and the individual needs of professionals working on their own personal and career development.

Section 2: Learners and Learning

Identifying and analysing quality practitioner-led learning practices first requires an understanding of theories of learning and teaching. Understanding how adults learn and the contexts and purposes for why they are motivated to learn will determine appropriate education strategies and teaching practices.

Broadly, professional education has undergone significant change in the last 30 years in Australia following a shift towards knowledge-based higher skilled and services work (OECD, 2013). Didactic master-apprentice models of the 'teacher' as knower and 'students' as passive learners (behaviourism) have given way to learner-centred approaches that drive productivity, innovation and motivate continuous learning (Gruber et.al, 2018; Hager, 2012).

From an educational psychology perspective, contemporary theories of how adults learn to work focus on motivation and cognition: that there is a need to know why and not only how something works (cognitivism). In short, adult learners learn as much through developing "'know why" as much as "know how".

This understanding of contemporary professional learning draws upon the foundations of classical philosophy, specifically Aristotelian notions of thought and action (*praxis and phronesis*). The idea that 'doing' and 'thinking' presuppose each other lays a basis for our understanding that adults are active rather than passive learners. Importantly, adult learners also bring their experiences that shape how they interpret and understand and then create and apply new information. Education researchers refer to this as sense-making (Quinn, 2013) and experiential learning (Kolb, 1985).

Theories of sense-making and experiential learning encouraged teaching and learning techniques such as role play and problem-based approaches to learning (Kolb, 1985). Counter arguments stressed that adult learning is not an either/or proposition; that direct instruction, structured curriculum and content as learning process have a place. For example, learning and executing decision-making requires practices of planning and resourcing as much as higher-order skills of judgement and evaluating consequences.

How adults learn is also dependent upon the context – workplace culture, social norms, available tools and technology can all affect how much an employee, and a workforce are enabled and motivated to interpret information, ask questions, solve problems, etc. (Hager, 2012; Kemmis, 2008; Murphy and Calway, 2008).

An emerging consensus on knowledge and skills formation and knowledge transfer stressed the importance of relationships, both interpersonal, professional, and organisational (Hager, 2012). Learning and practicing (doing) does not occur in a vacuum but through individuals as decision-makers and in relation to others.

Finally, research on learners and learning stresses that professional identity is a factor in developing education strategies. Individuals invest their economic, material, social and emotional resources into their workplace and professional persona, whether for further personal gain or for other social-emotional reasons (e.g., belonging). Educators should be aware of adult learners as individuals with unique experiences and identities. Their conception of themselves as professionals can impact on what individuals believe they need to learn and their expectations of educators.

Section 3: Research on Professional Learning Challenges and Strategies

With an understanding of adult learning and learners as professionals with unique experiences that shape how they interpret the world and others, this section outlines **challenges** and **strategies** for quality professional learning and teaching with practitioners as educators as a central concern.

Challenges

Challenge 1: Teaching for Skills and Capabilities

Recent research into **workforce planning** stresses the need to teach for capabilities rather than only specific technical skills that can change or be outmoded (Buchanan, et.al, 2018). Capabilities enable the acquisition of skills (Delloitte 2019) and support their transference and adaptation to different situations and contexts. Teaching for capabilities such as creativity, decision-making, judgement, critical analysis, reflection, negotiation, and affective skills enable individuals to approach their work meaningfully (sense-making) and contribute to organisational functionality as a member of their workplace and professional communities.

Additionally, developing higher-order capabilities[2] is a basis for enabling individuals to identify *tacit knowledge* that often underpins thought-action (Markauskaite and Goodyear, 2015). An area for further investigation is developing these capability types in relation to occupational context and needs. What is the best way to structure capabilities learning events and courses that are relevant to APS occupations and career paths? To what extent can practitioner educators present generalised lessons about making judgements or creative solutions when these capabilities are often highly situationally determined? One case does not necessarily prove the rule.

Challenge 2: Informal and formal learning

There is much discussion around formal and informal learning – and what the distinction implies. The typical division is between intentional, classroom based/lecture-based learning being understood as formal and informal learning has been understood as unintentional, unstructured learning that occurs in an unplanned manner. However, the informal/formal dichotomy is not particularly useful when looking at different learning experiences and increasingly the distinction between the two appears to be fading (Marks, 2022). Of greater importance is an appreciation of context when learning takes place and ensuring that in learning design that a range of learning experiences, on a continuum from formal to informal, are incorporated (Allen et al. 2022, Klein and Moore 2016).

Acknowledging and ‘capturing’ informal learning requires a 'practice architecture' (policies and programs) that supports and encourages learning as continuous, that makes explicit an awareness that learning can occur through all work-related activities. From this awareness, or literacy about learning, it is possible for individuals to identify learning in ways that do not necessarily require formal instruction by others. Reflection is an example of a cognitive tool that might accompany informal learning. However, the extent to which reflection is enabled by the polices and intentions of an organisation is key. Arguably, a continuous learning model

[2] Refer to Bloom’s Taxonomy of knowledge and action.

enables and legitimates informal learning and more than it does formal learning, where the latter is often undertaken for reasons other than immediate workplace problem solving.

From the viewpoint of practitioner led learning, there is role for experts and experienced colleagues in collecting and refining examples of informal learning. Many of the examples and anecdotes that experts might share with learners are likely examples of informal on-the-job learning.

Strategies

As outlined above PLL can take many forms, from informal learning opportunities that arise spontaneously in the workplace to more formal forms of instruction. Given this, there is no singular, simple toolkit based upon evidence for PLL best practice as the advice can differ considerably depending on context, organisation, purpose, and degree of formality. However, there are some overarching key considerations which facilitate the development of a culture of continuous learning and support practitioner-educators in their teaching roles.

Strategy 1: Understanding complex interactions
Practitioner led learning, with the overarching goal of developing a culture of continuous learning at the organisational level, requires attention to a complex set of interactions between:

- Individual – (motivation, experience, learning goals)
- Peer group – (social support, accountability, knowledge sharing, environment)
- Practitioner educator – (passion, expertise, environment, support/supervision, teacher induction/training)
- Organisation – (environment, social support, accountability, learning and knowledge goals)

Strategy 2: The role of the practitioner
Literature on PLL suggests there is a practice gap relating pedagogical techniques and the skills of the practitioner-educator. The role of the practitioner-expert in a classroom or professional development setting has often been to share "war-stories" as guest speakers and engage the students in discussion, often with the goal of bringing a level of practitioner credibility to the classroom and as a way to enhance student engagement (Godwin and Meek 2016, Manwaring et al. 2020, Reynolds et al. 2016, van der Steen et al. 2017). However, the contributions made by the practitioner do need to be contextualised and aligned with the broader learning goals of the course or program. Organisations have a role to play in providing the scaffolding and support around the practitioner educator to ensure that they are able to deliver on the key learning goals.

Strategy 3: Employ techniques from multiple teaching models
Certain research on adult education argues that training for educators needs to go beyond traditional and singular teaching and learning paradigms or models and that typically focus on the transfer of knowledge from the teacher to the student. Cognitivist, behaviourist, humanist, social cognitive and constructivist ways of teaching and learning can be complimentary and reinforcing of the learning tasks required within a given learning objective (Gruber et.al, 2018; Merriam et al. 2006, Allen et al. 2022). In other words, there may be a point in a learning program that does require some directed reading or learning techniques suited to remembering certain procedural information or facts. At another point, there may be a problem-based interrogation activity spurred by a case shared by a practitioner educator.

These examples of learning paradigm approaches in adult learning are applicable for skills development, self-awareness, role models, networking and sense-making/knowledge construction.

*Strategy 4: Leaner-centred **Instructional Strategies***

Research has identified several effective instructional strategies that can be deployed via multiple paradigms or teaching and learning approaches in adult learning (Allen et al. 2022, p67):

- Classroom-based (lecture format), case study, discussion, reading
- Coaching, simulations
- 360 Feedback, reflection, personal development plans
- Networking, mentoring, shadowing, internships
- Action learning: simulation, service learning

There is overlap between some of the strategies identified and they will often incorporate more than one way of learning. Consequently, there needs to be active planning and development that brings together the experience and knowledge of the practitioner with the research knowledge of practitioner educators as subject matter experts and education professionals.

Other contemporary learner-centred approaches that emphasise **problem-based learning** and **adaptive learning** develop learning through engagement in the problem. Social ways of knowing and learning (iteration, collaboration) are valued as self-generating an outcome that all participants share in creating. As a form of learning by doing, **problem-based approaches** might suggest less ‘’formal” instruction by a practitioner educator and less design where learning sessions are intentionally iterative. A role-play or simulation is an example of a problem-based approach but even with this technique design and planning, guiding towards an end point all presume a practitioner educator can draw on their experiences at appropriate moments. **Involvement of the practitioner in the design and development of the program, ensuring that the learning goals and aims are clear, effective, and relevant is essential.**

Strategy 5: Relevance for Formal Award Courses

A challenge for the teaching of public administration is bringing together and building “intentional connection” between research and practice (Godwin and Meek, 2015, Orr and Bennett 2012). Godwin and Meek’s (2015) analysis of a MA and a PhD public administration program look at how best to bring together theory, research, and practice, while also accounting for the different levels of professional and practical experience of the students in different cohorts. They outline a number of key considerations:

- *Consider adopting program missions, such as the development of civic professionals or scholarly practitioners that foster linkages between theory, research, and practice.*
- *Identify students as pre-service, administrative practitioners, or specialized practitioners.*
- *Integrate theory, research, and practice for programs with pre-service and administrative practitioners.*
- *Build in more experiential projects and to have a variety of student-practitioner interactions for programs that have more pre-service and early career students.*

- *Sequence courses and consider a more cohort based approach for programs with a high proportion of specialized practitioners.*
- *Embrace more theory-based courses that facilitate integration with practice and applied research.*
- *Retain the shells of standard courses, but redesign course delivery and activities around student developmental goals and the integration of theory and practice.*
- *Look for opportunities to embed more co-production and experiential projects into courses, including providing course development support to practitioner adjuncts* (Godwin and Meek, 2015, pp 66-67).

A number of these strategies may seem self-evident and should be viewed in relation to formal courses run by or with universities. However, the points could also be tested against major programs run by a public service learning unit like the APSC Academy , where there are predictable cohorts.

The final point from the list above highlights a challenge that is clearly not unique: *providing course development support to "'practitioner adjuncts*". The use of experts in the courses is an established practice. What is apparent from the recommendation is a lack of genuine or thoughtful integration of practitioner educators and PLL generally. Responsibility for this should be shared by all parties. Collaboration between practitioners, scholars, and educators in this respect offers a unique opportunity to both harness the experience, passion and knowledge of the practitioner while ensuring that it is communicated effectively, connected with research, and targeted to meet the learning outcomes and aims (Cameron 2022).
This proposition needs careful thought in relation to **informal learning** that is encouraged and supported by the organisation. By definition, informal learning is not necessarily design-based with a learning and course outcome structure. Nevertheless, experienced practitioner-educators can play a role in informal learning where they are identified and available.

Strategy 6: Practitioner-educators will require teacher induction and training along with practical support

It cannot be assumed that an experienced practitioner has the pedagogical skills to communicate effectively in an educational setting. Research conducted in the fields of nursing and medicine, where much of the instruction and professional development is done by practitioners without a background in education, point to the importance of supporting learning and development of practitioner educators in contemporary pedagogies (Culyer et al. 2018).

One familiar approach to practitioner-educator support is the Train the Trainer (TTT) model, which is used in both higher education and teacher training and in health-related fields (Pearce et al. 2012). TTT is instruction given to practitioners on how to train, monitor, and supervise in their area of expertise. The focus is to make sure the practitioner-educator knows *what* they are teaching and *how* to communicate it effectively[3]. While the concept of TTT has existed for some time, the terminology tends to identify it with transmission-style pedagogies

[3] Train the Trainer resources: https://www.britishcouncil.org/sites/default/files/train_the_trainers_cascade_models_toolkit.pdf, https://www.linkedin.com/learning/train-the-trainer/welcome?autoplay=true&u=2104084

and for routine task learning, compliance training and the like. In other words, TTT programs also need to treat as adult learners those being 'trained' to deliver a lesson or course.
A practical guide to TTT prepared by the British Council, who suggest a TTT/cascade model, makes a number of recommendations for implementing a TTT model that avoid some of the common pitfalls:

- *The method of conducting the training must be experiential and reflective rather than transmissive.*
- *The training must be open to reinterpretation; rigid adherence to prescribed ways of working should not be expected.*
- *Expertise must be diffused through the system as widely as possible, not concentrated at the top.*
- *A cross-section of stakeholders must be involved in the preparation of training materials.*
- *Decentralisation of responsibilities within the cascade structure is desirable.*[4]

Strategy 7: To support a culture of continuous learning the learner-professional needs to be central to the learning strategy and there should be a degree of personalisation/individualisation.

Research recommends that the learner must be recognised as a professional with knowledge and learning that will bring value to the classroom. The practitioner-educator in this context has the role both of "teacher" and of "convenor" (Willow and Warner 2008) and should prioritise the co-generation of knowledge in a process of shared sense-making (Quinn 2013). A student-centred approach enables the public professional to undertake a more self-directed approach to their continuing professional development. This is tied in with motivation, team, workplace, and career goal setting central to progressions and professional growth (Pylvas et.al, 2022).

According to Baeten et.al., there are three key features of a student-centred approach: "1. activity and independence of the student; 2. coaching role of the teacher; and 3. knowledge is regarded as a tool instead of an aim" (Baeten et al., cited in Marks 2022, p172).
As Casey (2005) explains, everyone learns differently, and every learner will have different needs. The lesson provided by a practitioner is a learning event, but learning is not just an event – it is a process that begins with motivation and drive that ends with behaviour/mindset shifts. To ensure that motivation for learning is sustained and that there is a feedback/reflective cycle that embeds change and development, there must be a degree of personalisation, self-assessment, and individualised engagement (Casey, 2005).

Research by Mansfield and Gu (2019) on early career teacher education in Western Australia found that informal dialogue with peers was perceived to be just as useful for teacher professional development as in-class training programs. Teaching, just like much public sector work, is often accompanied by a strong sense of vocation, which can be harnessed in creating opportunities for further learning and development. Opportunities for peer-to-peer engagement and socialisation are beneficial not just for the transfer and cogeneration of knowledge, but for the development of professional identity (Mansfield and Gu, 2019).

[4] https://www.britishcouncil.org/sites/default/files/train_the_trainers_cascade_models_toolkit.pdf

Strategy 8: Making the implicit explicit, making the invisible visible

One of the greater challenges in education, particularly at more advanced levels and in professional development, is working out how to make the implicit explicit, or what is also known as "externalisation" (Mittendorf et al. 2006). How do we take the implicit and invisible knowledge of practitioners and make it visible and bring it to the surface? There is no one simple way in which to do this. Suggested approaches for externalisation include social interaction, storytelling and dialogue. Externalisation is also achieved through collaboration, socialisation, shared problem solving and collective reflection (Simons and Ruijters, 2004, Mittendorf et al. 2006).

Strategy 9: Reflection and dialogue to foster a culture of continuous and life-long learning

Learning from practitioner-educators presents a unique opportunity for students to draw on the experience, expertise, and actions of the educator. These engagements with practitioners, coupled with built in reflective practices form the foundation for effective and potentially transformative learning outcomes. In bringing together dialogue and reflection in this context learners can look at "known" problems through new vocabularies, which can foster the ability to achieve a genuine change of perspective or mindset (Knassmüller, 2016, p. 29).

Reflection and dialogue are well established in the literature on adult education and professional development and considered as central to the success of any practitioner led learning experience (Adriansen and Knudsen, 2013, Ayas and Zeniuk 2001, Hennessy et al. 2021, Hulme et al. 2009). Reflection and dialogue, as mentioned above, are key to making the implicit explicit, while also opening up space for the co-generation of knowledge, collaboration and networking/team building. Some examples of reflective practices in education include facilitated group reflections, journal writing, one on one guided reflections with peers/mentors and importantly role modelling reflective practices by practitioner educators and senior leaders.

Strategy 10: Environment (safety, context for learning, power) in creating a culture of continuous learning

Key to the creation of a culture of continuous learning is environment and workplace culture. Research in this field explains that creating a safe space for learning means a place where people can learn without fear of failure, where tricky or sensitive topics can be raised, where there is trust and openness without judgement or defensiveness (Ayas and Zeniuk, 2001, Edmondson 2018). Research demonstrates the importance of trust, low power distance, well developed digital infrastructures, along with high levels of participation in higher education as being especially important for creating effective learning environments (Nerland, 2022).

To create such an environment the practitioner and the learner both need to be empowered to share information in an environment that is based on participation and positivity (Cunningham et al. 2005). There needs to shared expectations and meaning, openness to contributions and an overarching goal of continuous learning. Strategies for doing this in an education setting are ensuring expectations are clear, creating systems for feedback/input, that there is both strong accountability and strong support – progress and development should be made visible. Additionally, clear guidelines for discussion, practicing appreciation and acknowledgement of contributions made, and sanctioning any violation that may impact the psychological safety of the learning space work to enhance the learning outcomes (Edmondson, 2018).

Strategy 11: A Clear Program Structure and Learning Outcomes (Theory of Change)

Literature on learner-centred and personalised learning argue that learning programs and desired outcomes must be directly and clearly linked to the motivation, jobs, and careers of those participating. Desired learning outcomes will only be met when there is a clear understanding as to the value, relevance and the "how" of the courses. Student, particularly those in more senior roles

need to understand how the programs will contribute to their careers, how it will benefit them and how it will run (Merriam et al. 2006). Quality communication in program material and building a shared understanding early in a learning event or course are necessary.

References

Adriansen, H.K. and Knudsen, H., 2013. Two ways to support reflexivity: Teaching managers to fulfil an undefined role, Teaching Public Administration, 31(1), pp.108-123.

Allen, S.J., Rosch, D.M. and Riggio, R.E., 2022. Advancing leadership education and development: Integrating adult learning theory. Journal of Management Education, 46(2), pp.252-283.

Anderson, L., Hibbert, P., Mason, K. and Rivers, C., 2018. Management education in turbulent times. Journal of Management Education, 42(4), pp.423-440.

APSC, 2022. Quality learning Framework, https://www.apsc.gov.au/initiatives-and-programs/learning-and-development/learning-quality-framework

Ayas, K. and Zeniuk, N., 2001. Project-based learning: Building communities of reflective practitioners. Management learning, 32(1), pp.61-76.

Barends, E. and Rousseau, D. (2022) Knowledge work performance: evidence review. Scientific summary. London: Chartered Institute of Personnel and Development.

Blanchard, L.A. and Donahue, A.K., 2007. Teaching leadership in public administration. Journal of Public Affairs Education, 13(3-4), pp.461-485.

Buchanan, J, Wheelahan, L. and Serena Yu, 2018. 'Increasing young people's adaptability and mobility: from competency approach and twenty-first-century skills to capabilities and vocational streams' in Akiko Sakamoto and Johnny Sung, Skills and the Future of Work: Strategies for Inclusive Growth in Asia and the Pacific, Geneva, 2018: 125 – 160 available at: https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---sro bangkok/documents/publication/wcms_650239.pdf

Cameron, B.T., 2022. Training for policy capacity: a practitioner's reflection on an in-house intervention for civil servants, students, and post-secondary graduates in Canada. Teaching Public Administration, 40(2), pp.231-246.

Casey, A., 2005. Enhancing individual and organizational learning: A sociological model. Management learning, 36(2), pp.131-147.

Collin, K., Van der Heijden, B., and Lewis, P., 2012. Continuing professional development International Journal of Training and Development 16:3ISSN 1360-3736doi: 10.1111/j.1468-2419.2012.00410.x

Cunningham, B., Riverstone, L. and Roberts, S., 2005. Scholars, teachers, practitioners, and students: Learning by fishing, storytelling, and appreciative inquiry. Journal of Public Affairs Education, 11(1), pp.45-52.

Culyer, L.M., Jatulis, L.L., Cannistraci, P. and Brownell, C.A., 2018. Evidenced-based teaching strategies that facilitate transfer of knowledge between theory and practice: what are nursing faculty using? Teaching and Learning in Nursing, *13*(3), pp.174-179.

Deloitte - Hagel III, J., Brown, J.S., and Wooll, M. 2019. Skills change, but capabilities endure. Why fostering human capabilities first might be more important than reskilling in the future of work, *Deloitte Insights*, 19 August. Accessed at:

https://www2.deloitte.com/us/en/insights/focus/technology-and-the-future-of-work/future-of-work-human-capabilities.html/#endnote-sup-12

Edmondson, A.C., 2018. The fearless organization: Creating psychological safety in the workplace for learning, innovation, and growth. John Wiley & Sons.

Ellström, P.E. and Nilsen, P., 2014. Promoting practice-based innovation through learning at work. In International handbook of research in professional and practice-based learning. Springer, Dordrecht. pp.1161-1185

Godwin, M.L. and Meek, J.W., 2016. The scholarly practitioner: Connections of research and practice in the classroom. Teaching Public Administration, *34*(1), pp.54-69.

Gruber, H., Harteis, C., 2018. Meta-Theoretical Perspective on Workplace Learning Research. In: Individual and Social Influences on Professional Learning. Professional and Practice-based Learning, vol 24. Springer, Cham. https://doi.org/10.1007/978-3-319-97041-7_2

Hager et al. (eds.), 2012. Practice, Learning and Change: Practice-Theory Perspectives on Professional Learning in Professional and Practice-based Learning, Springer, Dordrecht DOI: 10.1007/978-94-007-4774-6_2

Hillmann, J., Duchek, S., Meyr, J., & Guenther, E., 2018. Educating Future Managers for Developing Resilient Organizations: The Role of Scenario Planning. Journal of Management Education, 42(4), 461–495.

Hennessy, S., Kershner, R., Calcagni, E. and Ahmed, F., 2021. Supporting practitioner-led inquiry into classroom dialogue with a research-informed professional learning resource: A design-based approach. Review of Education, 9(3), p.e3269, https://bera-journals.onlinelibrary.wiley.com/doi/full/10.1002/rev3.3269

Hulme, R., Cracknell, D. and Owens, A., 2009. Learning in third spaces: developing trans-professional understanding through practitioner enquiry. Educational Action Research, 17(4)

Jackson, D., Shan, H. and Meek, S., 2021. Employer development of professional capabilities among early career workers and implications for the design of work-based learning. The International Journal of Management Education, 20(3), p.100692.

Jørgensen, R., Edwards, K., Scarso, E. and Ipsen, C., 2020. Improving public sector knowledge sharing through communities of practice. VINE Journal of Information and Knowledge Management Systems, 51(2), pp.318-332.

Kemmis, S., Edwards-Groves, C., Wilkinson, J. and Hardy, I., 2012. Ecologies of practices. In Practice, learning and change. Springer, Dordrecht. pp.33-49

Kernaghan, K., 2009. Speaking truth to academics: The wisdom of the practitioners. Canadian Public Administration, 52(4), pp.503-523

Lave, J. and Wenger, E., 1991. Situated learning: Legitimate peripheral participation. Cambridge University Press.

Mansfield, C. and Gu, Q., 2019. "I'm finally getting that help that I needed": Early career teacher induction and professional learning. The Australian Educational Researcher, 46(4), pp.639-659.

Manwaring, R., Holloway, J. and Coffey, B., (2020). Engaging industry in curriculum design and delivery in public policy teaching: A strategic framework. Teaching Public Administration, 38(1), pp.46-62.

Markauskaite, L. and Goodyear, P. 2015. Epistemic Fluency and Professional Education: Innovation, Knowledgeable Action and Actionable Knowledge, Dordrecht: Springer DOI: https://doi.org/10.1007/978-94-007-4369-4

Merriam, S.B., Caffarella R.S., Baumgartner, L.M. Learning in Adulthood: A Comprehensive Guide, John Wiley & Sons, Incorporated, 2006.

Mittendorff, K., Geijsel, F., Hoeve, A., de Laat, M. and Nieuwenhuis, L., 2006. Communities of practice as stimulating forces for collective learning. Journal of workplace learning.

OECD, 2013. OECD Skills Outlook 2013: First Results from the Survey of Adult Skills, OECD Publishing. http://dx.doi.org/10.1787/9789264204256-en

Orr, K. and Bennett, M., 2012. Public administration scholarship and the politics of coproducing academic–practitioner research. Public Administration Review, *72*(4), pp.487-495.

Pearce, J., Mann, M.K., Jones, C., Van Buschbach, S., Olff, M. and Bisson, J.I., 2012. The most effective way of delivering a train-the-trainers program: a systematic review. Journal of Continuing Education in the Health Professions, *32*(3), pp.215-226.

Pylväs, L., Li, J., Nokelainen, P. 2022. Professional Growth and Workplace Learning. In: Harteis, C., Gijbels, D., Kyndt, E. (eds) Research Approaches on Workplace Learning. Professional and Practice-based Learning, vol 31. Springer, Cham. https://doi.org/10.1007/978-3-030-89582-2_6

Quinn, B., 2013. Reflexivity and education for public managers. Teaching Public Administration, *31*(1), pp.6-17.

Reimer, R.D., Allen, S.J. and Glover, G.H., 2021. Purposeful Engagement: Practical Wisdom for Leadership Development. The Journal of Character & Leadership Development, pp.45-58.

Reynolds, S., Carroll, M. and Welch, B., 2016. Engaging with our future: the role of educators, practitioners, professional associations and employing organisations in the co-creation of information professionals. The Australian Library Journal, 65(4), pp.317-327.

Shearer, C. 2022. Constructing the Craft of Public Administration Perspectives from Australia. Cham, Switzerland: Palgrave. https://doi.org/10.1007/978-3-030-81896-8

Simons, P. and Ruijters, M.C., 2004. Learning professionals: towards an integrated model. In Professional learning: Gaps and transitions on the way from novice to expert. Springer, Dordrecht. pp.207-29

Simons, P.R.J. and Ruijters, M.C.P. (2001) Work-related learning: elaborate, expand and externalise', in W.J. Nijhof, L.F.M. Nieuwenhuis (eds.) *The dynamics of VET and HRD systems*: Enschede, Twente University Press, pp. 101 - 114

Tormes Eby, L.T.D., Brown, B.L. and George, K., 2014. Mentoring as a strategy for facilitating learning: Protégé and mentor perspectives. International handbook of research in professional and practice-based learning, pp.1071-1097.

van der Steen, M., Van Twist, M. and Frissen, P., 2017. Learning from experience: From case-based teaching to experience-based learning. Teaching Public Administration, *35*(1), pp.105-125.

Willow S. Jacobson & Donna Warner, 2008. Leading and Governing: A Model for Local Government Education, Journal of Public Affairs Education, 14:2, pp.149-173, https://www.tandfonline.com/doi/abs/10.1080/15236803.2008.12001517

Yates, S. and Hartley, J., 2021. Learning to lead with political astuteness. International Public Management Journal, 24(4), pp.562-583.